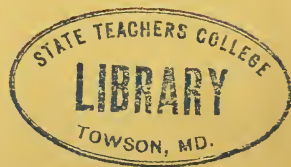


The
Maryland
State
Teachers'
Association

37th Annual Meeting



Ocean City
Maryland
1904

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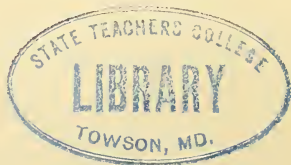




GOV. EDWIN WARFIELD
PRESIDENT OF THE STATE BOARD OF EDUCATION.

The
Maryland
State
Teachers'
Association

*
37th Annual Meeting




Ocean City
Maryland

July 13, 14, 15

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PREFATORY.

DEPARTMENT OF EDUCATION
OFFICE OF STATE SUPERINTENDENT
ANNAPOLIS, MD., AUG. 4, 1904 }

Because of the prompt manner the secretary of the association has been furnished the various addresses made at the last meeting of the Maryland State Teachers' Association held at Ocean City, July 13th, 14th, and 15th, it is possible to print and distribute the proceedings much earlier than was done last year. When there is any hindrance or delay in thus printing and distributing the proceedings of our association meetings a certain interest and freshness are lost. For this reason I wish to suggest again that every person who takes any part in the program should send to the secretary an advanced copy of the address or report, or certainly should not fail to give him the copy before the meeting closes. The reports of the standing committees have been prepared with much care, and every teacher of the State should be a member of the association and thus secure this valuable aid. With a full appreciation of their value to school-room work, I feel confident that the members of these committees will continue to make their reports more interesting and helpful every year, to the end that the teaching of the various school branches will be largely based on the material and suggestions as contained in the reports on the subjects. The attendance upon the meetings of the association is still far from satisfactory. There are more than five thousand teachers in Maryland, and with increased effort certainly the members who attend subsequent meetings should be more than three or four hundred. Let us resolve now to work for an attendance of at least a thousand for the next meeting! It can be accomplished if the county school officials throughout the State will extend proper encouragement. Ex-Gov. John Walter Smith felt sufficient interest to attend and address the meeting held in 1903, and Gov. Edwin Warfield did the same for our last meeting. If the Chief Executive of the State, with his manifold duties, can attend these meetings, certainly school officials and teachers should do so. It does not speak well for the teachers' interest when less than five per cent. attend. I am sure it is the verdict of all that these meetings combine both pleasure and instruction and much benefit follows.

The suggestion is made, with the permission of the members of the executive committee, that arrangements for the next meeting begin at a very early date, and an abundance of time be given to all who will take part in the program. At county associations there should be taken steps to have the county largely represent-

ed. Allegany furnished a splendid illustration at our last meeting of what can be done when the question is properly agitated and the active co-operation of local school officials enlisted. It is hoped that Allegany's example will be followed by all the other counties the coming year. Perhaps it will be well for the executive committee to design a badge for the members of the association and present same when membership card is procured. The counties could also adopt a county badge if practicable. These little things add interest and encourage a better professional spirit and will likely lead on to an increased membership. If the executive committee could have the assurance of receiving the money which a one thousand membership would bring the treasury, what a splendid program could be guaranteed?

The usefulness of the association is broadening every year and there are many encouraging signs that it will become more and more a potent factor in raising the standard of teaching and in enriching school work.

The third printed volume of proceedings is contained herein.

Respectfully submitted,

M. BATES STEPHENS,
State Superintendent.

REPORT OF THE
THIRTY-SEVENTH ANNUAL MEETING
—OF THE—
MARYLAND STATE TEACHERS' ASSOCIATION
JULY 13, 14, 15, 1904

OPENING SESSION—WEDNESDAY EVENING, JULY 13TH.

The meeting was called to order at 8 p. m. by President H. Crawford Bounds. After music by the orchestra, Dr. S. Simpson, of Westminster, delivered the invocation:

Almighty God, our great preserver and benefactor, we call upon Thee in a spirit of humility and entreaty, seeking Thy divine guidance in all our work in life. We thank Thee for Thy protecting presence and illuminating spirit: we humbly confess our unworthiness and beg that Thou wilt have compassion upon us according to Thy loving kindness and tender mercies.

We humbly invoke Thy blessings and benefactions upon us in the beginning of these deliberations in the interest of the public schools of Maryland. We pray Thee to grant that all who participate may be under divine wisdom and heavenly guidance, that the forces of ignorance may be lessened and that Thy will may be accomplished. Grant unto us, O Lord, Thy most gracious blessing, that in all we may do we may glorify Thee and Thy name and finally attain unto everlasting life. Amen.

PRESIDENT: The address of welcome will be delivered by Prof. J. Walter Huffington, Principal of Salisbury High School.

ADDRESS OF WELCOME.

Mr. President and Fellow Teachers: Once again the earth in its orbit has swung around the sun, once again the land is bedecked with flowers delightful to the eye, once again the hand revolving about the clock of time points to the hour for our assembling in the capacity of the State Association of Teachers. For the place of meeting we feel highly honored. We are a bit proud that for the seventh time you have selected the Eastern Shore, and the very spot upon this shore, for your assemblage, and as an Eastern Shoreman, as a Wicomico countian, I bring to you from the teachers of this section the heartiest welcome and the most cheerful greeting.

Long is the pilgrimage that many of you have made to this convention; you have come from the shores of the Potomac and the Patuxent, from the shadow of the National Capitol, from the dales of Frederick, from the slopes of the Blue Ridge, from the crowded streets and avenues of Maryland's metropolis; aye, truly, you are here from the North and the South, from the East and the West, and base indeed would I be if upon this occasion I failed to bespeak some word of hospitality and drop some thought

of good cheer as you come into our midst. We plead guilty to the charge that we believe this section is second only to that region that witnessed the downfall of our first parents, and we trust that you will be so pleasantly and hospitably entertained during your stay with us that you, too, will have a pride in Maryland's famous summer resort.

Fellow teachers, you are very welcome. The latch string hangs always without the door; the bar is never up; upon our hearthstone and around our board you have ever been cherished guests, and you are none the less such tonight. I bid you then to break bread with us, feeling well assured that your presence is a source of great joy, and your departure will be the cause of great pain. If we make any distinction in our guests, this distinction is made in favor of those of our own profession, and very properly so, for we have assembled in a convention that is pregnant with significance, that is fraught with importance. Our doings here will affect the home, will affect the community, will affect the very State far more than any political or church convention could possibly do. We shall discuss matters here that will have to do with civilization itself, that will change the very tide in the affairs of men. And why? Are we not custodians of the men and women to be? Is there not thrust into our hands the noblest object of God's creation? Have we not the boys and girls under our care who at some time will occupy prominent places upon the stage of the world's activities? It may be that this will come to pass only when our souls have gone back to the God that breathed them into our bodies, and these mortal parts have returned to the dust whence they came, but sooner or later it will be.

It is ours as public school teachers to train the youth so that they will become fit citizens for this land that we proudly call our own. It is ours to drill them so thoroughly that when ordered out by Him that marshals the armies of the world, they will take their places promptly in line and fight bravely the battles of life that all of us, sooner or later, must engage in. Do we recognize that significant, that potent, yea, that tremendous fact, that finally upon our shoulders rest the life and destiny of this republic and the liberty of a God-favored people? I think we do.

Then, I shall not say "partners in distress," for such we are not. We are partners in a business, the most honorable under heaven. Not even the pulpit can equal it in its nobility. We are co-workers in a vineyard that will surely yield fruitage, even an hundred fold, if we are faithful laborers. We are comrades upon a field of action that will certainly be ours, if we fight manfully the battle to the finish.

When we indulge in such thoughts of the dignity, the honor, and the importance of our work, is it not pardonable that we glory in our profession as Public School Teachers? Such we are, and as such let us remain. I know our remuneration is not in keeping with that of other professions, but that should not, and I believe does not, affect our work one iota; and besides can we not by the doings of the last General Assembly behold a rift in the clouds that so long have appeared hard and unyielding? But money is not our sole object. No, no. Else we would have long since been deserters to the cause. Long since we would have entered other fields of labor. Ours is a higher regard—ours is a nobler ambition—the consciousness of some

pupil's having been helped by being in our school room—the consciousness of our place in the community having been filled—the consciousness of some duty having been well performed.

"Count that day as lost
Whose low descending sun,
Views from thy hand
No worthy action done."

These are our rewards, when in the vista of far-off years we see our pupils doing well in the various avenues that are open to them in the world, those selfsame students that sat in our school room day after day, and probably the very ones that at times taxed our patience to its utmost capacity; then it will be, that we shall have a feeling no amount of money could buy, that no man could give and no man could take away.

I know our paths are not always beset with sweet-scented flowers. We have to deal with what we oftentimes consider unsympathetic and unreasonable parents; we are obliged to contend with indolent pupils; we are frequently thrown into unfeeling communities, members of which would gladly deprive the teacher of his or her position for the slightest offence. Often a lone woman or one man has to contend against hundreds, but I believe it is a weakness of our race to see only the thorns in our profession and all the roses in the profession of others. I am quite sure the lawyer, the physician, the theologian, the professional man of whatever calling, or the laborer of whatever occupation has his difficulties to surmount, obstacles to remove from his path which to him are as objectionable as those with which we have to deal.

Let us cheer up, let us not lag behind or fall out of the ranks. What though at times all things and all men seem to be against us! What though we gaze heavenward, and the very sky of our usefulness seems covered with dark and threatening clouds! We have to remember that we have a mission to perform, a purpose to fulfill, and it is ours to labor on zealously in the cause we have espoused as our own.

Have we not much to encourage us? Are not the conditions far better than those of our fathers? Are they not vastly improved over those of our student days? Even more, are they not improving yearly? When we glance back through the aisle of years and behold the tumble-down school house, the rickety bench, the chinked floor, absolutely no ventilation, and contrast those conditions with the handsome structures that are being reared in almost every town in the State, and the plain but comfortable buildings in almost every country locality; when we remember that we seek to send our boys and girls into the world with well rounded minds, instead of as formerly spending years upon two or three subjects; when we see school houses placed every mile by the roadside, and the act of school consolidation, which is so soon to be an established fact in our Public School System, thereby giving the rustic lad and lass equal and co-ordinate privileges with the urban youth, and contrast these with conditions when pupils were obliged to walk miles to school; when we recognize the fact that men everywhere are awakening to the needs of an education for whatever vocation they are fitted, or for whatever line of work they pursue, I think these all are help-

ful and healthy signs, and can do no other than encourage the faithful, the earnest and the sincere teacher. In the language of the song we have all heard our old colored uncles sing many times, "There's a great day comin', bye and bye." Methinks I can almost hear the crowing of the cock announcing the approach of that day; methinks that over yon eastern hills I can discern faint streaks of red ushering in that day, and soon, very soon, the sun of that day will rise, and we shall behold amid the splendor of its rays, a happier and more prosperous season in our Public Schools.

PRESIDENT: Prof. Irving L. Twilley, Polytechnic Institute, Baltimore, will respond to this most cordial welcome.

RESPONSE OF PROF. TWILLEY.

Mr. President, Ladies and Gentlemen of the Maryland State Teachers' Association: Among all civilized nations, from time immemorial, there has prevailed a custom of extending a "returning" welcome to those who have achieved, for their city, State or country, some noble deed. The victorious general with legions proud of their commander from the fields of blood and courage; the statesman who has won admiration by solving problems of a momentous character; and distinguished visitors studying the arts of peace and progress, have each received testimony of the appreciation of their presence, and been assured of a hearty welcome.

But the manner in which this welcome has been extended has differed through the ages. At the time of Rome's greatest civilization it was in the form of a triumph. At other times, cities have been gorgeously decorated, bands of music, followed by gallant knights and lovely maidens bedecking the paths with fresh garlands and fragrant flowers, have escorted the privileged victor to banquet halls and feasts of oratory. Again, distinguished guests have been met at the gates of the city, and, with due ceremony, presented the keys of the same as a token of the freedom of the occasion and the welcome of their stay.

For the seventh time, the Maryland State Teachers' Association has returned to Ocean City to convene in its annual session, and we are welcomed tonight as a victorious army triumphant in having the length of the Maryland public school term extended to, at least, a nine month's session.

We are welcomed not by a band of music, but by the encouraging words of one of the profession whose hearty greetings, cordial welcome and kind words are most appreciated. Prof. Huffington, in the name of the association, I thank you for the courtesies extended, and I know we shall enjoy our sojourn at the seaside whose murmuring waves, and the invigorating breezes of the great Atlantic will rejuvenate, as we enter upon our deliberations concerning the advancement of Maryland's educational interest.

THE BEGINNING OF MARYLAND'S FREE SCHOOLS.

It was in the year 1696 that the General Assembly of Maryland petitioned the King of England, asking that a free school be established, where "Latin, Greek, writing, and the like should be taught and studied." Parliament, to which the petition was submitted, passed an act which King William approved proposing "the spread of the Gospel and the education of the

youth of Maryland *in good letters and in good manners.*" Thus we see that the interest in our public schools began with the settlement of the earlier colonies, and has continued to increase to the present hour, when our public schools are of more benefit to the American people than was the temple of Janus to the Empire. The temple, subjugated, has only a mighty blaze, but the public schools illumine with the brilliancy of sunlight, flashing the splendor of their torch of the world's greater civilization over the broad paths of industry down which hasten liberty, prosperity and enlightenment—the keystone in that magic arch of triumphant America.

WHAT EDUCATION HAS ACCOMPLISHED.

Let us stop to consider that this glorious Republic only 270 years after the landing of the Calverts at St. Mary's, and 128 years since the Declaration of Independence, has one-twentieth of the population of the globe, does one-third of its mining, one-fourth of its agriculture, possesses one-sixth of its wealth, controls a greater amount, and is the parent of two-thirds of the wonderful inventions since the birth of Christ. The secret of this marvelous American success is due to the liberal education of her children, which is the germ of public safety, and the potent recognition that schools are better safeguards than standing armies; that intelligence among the masses make empty the citadels of imprisonment, while general education strengthens and exalts the State, and is the firm foundation of popular government.

THE MAKERS OF REPUBLICS.

The annual association of teachers is doing much to awaken interest in the cause of education, and to rank the calling of teaching among the professions to which its importance demands. Indeed, its members are said to be "the makers of Republics." Certainly, they guide the march of the intellect; carve the marble of the mind; build empires of brains, and make glad the waste places of ignorance with the light of knowledge. They are the weavers who weave the wondrous destiny for nations in the looms of the public schools, says John Fisk, in other words; and Garfield adds that it is the teacher who develops the possibilities that lie buttoned up under the ragged jacket of many a future statesman.

SMALL SALARIES; GREAT RESPONSIBILITY.

Then, the profession of teaching is pregnant with the greatest responsibilities, but it is rewarded with the poorest pay financially. In a report of United States Commissioner, Dr. Harris, we read that the average monthly salary of men teachers in the whole country is but \$45.25, and that of women teachers \$38.14; but the profession knows from experience that there are many compensations that cannot be valued in dollars and cents that come to the faithful teacher. We are encouraged by the heroism and devotion of such educators as Socrates, Bacon, Comenius, Basedow, Pestalozzi, Fröbel, Herbert, Mann, Parker, and others. We can at least enjoy the nobleness of our calling, gaining strength, enthusiasm and inspiration from the self-sacrifice and devotion from the greatest teacher of mankind, and the most perfect character ever on earth—Our Saviour.

LONGER TERMS; HIGHER SALARIES.

At the last session of the Maryland State Teachers' Association the favorite theme was "a longer school term, and higher salaries" for teachers. This sentiment was echoed throughout the State of Maryland, and it only needed a leader to crystallize in the 1904 session of our legislature in tangible results. The members of this legislature acknowledged the usefulness of her public schools, and the just demands of this association, making use of the opportunity to vote an increase in the annual State appropriation of \$250,000. This should encourage our faithful and well equipped teaching force to a greater effort to make the Maryland public schools the best in the Republic to compare favorably with the noble deeds recorded in the annals of her brilliant history, and help to make her star the brightest in the diadem of the American crown of States.

THE OCCASION PRODUCES THE MAN.

The paragraph in the new act of good educational features making the appropriation was not a "spontaneous combustion." "They are first helped, who help themselves," and to this we would add through order, organization and leadership. Who were the leaders representing the Maryland State Teachers' Association, and the friends of education in this movement, before the last session of the legislature?

On all occasions when there has been a need for guidance, the times have produced the man. Israel gave a Moses to lead the children out of the wilderness; Maryland, through Thomas Johnson, gave a George Washington to make possible the greatest Republic on earth; Virginia gave a Jefferson to make it popular; Kentucky and Illinois gave a Lincoln to make it permanent, and Ohio gave a McKinley to make this greatest Republic magnanimous, sending with the flag "so gallantly streaming before her" to protect every school where freedom dwells, education blesses and mankind prospers, Maryland teachers, with others, to impart truth, and redemption to an oppressed people in her acquired territory beyond the seas.

The session of the General Assembly of Maryland in 1904 occasioned the men, and gave the leader that framed the bill, and the gentlemen that guided it safe into the harbor of enactment where it was welcomed and approved by an honorary member of this association, a former teacher and the teacher's friend—the most courteous and popular Governor—Hon. Edwin Warfield.

THE FAITHFUL THREE.

These leaders were Dr. M. Bates Stephens, School Commissioner A. C. Willison, Superintendent F. Eugene Wathen, and Delegate W. Lee Carey. During the legislative session, these leaders were, for the time, "educational minute men;" their sections and paragraphs of parchment shot being heard, at least, "around the State of Maryland," and have since reverberated in other States. These untiring educators deserve the thanks of a rising vote of this association for their vigilance and successful efforts in directing public school legislation. Their services date back a few years when the sail was not altogether over an encouraging sea with a mild breeze and good weather. Only two years ago, their compass seemed to be a little out of

order, and the North star, for a time, disappeared under the clouds of legislative delays, driving the Maryland educational ship of advancement dangerously near the commanding shoals of parsimonious Hatteras. But they never lost faith, and today I am sure the masses of the people of Maryland rejoice with this association in the hour of victory that gives their children better educational advantages, the teachers a longer term to work and probably higher monthly wages.

MARYLAND'S GOOD INVESTMENT.

From statistics it may easily be shown that every day a pupil attends the public schools, it is worth \$10 a day to him and the State in after life; therefore, Maryland that has recently awakened, through the energies of this association, from her state of lethargy in public school affairs, by adding two months to the length of the session has saved the State thousands of dollars, and has made a good beginning to make the State rank first in public school benefaction as she does in university training, as well as to encourage the poorly paid teacher. This \$250,000 wisely expended will be like the scriptural talents put at interest and will return a hundred fold. In the words of Superintendent Calhoun, "It will come back to the State in every product of refined sentiment and cultivated intelligence; it will appear in every form of mechanical and industrial improvements; in more productive fields; in improved public highways and bridges; and in more populous and embellished towns."

The few taxpayers who grumble because of the 4½ per cent. increase in the State taxes can console themselves with the pertinent fact that we must have either schools or jails, and at the present salaries of many teachers, and the style of architecture of many school buildings, it is much cheaper to support the schools—especially in communities where it costs more *per day* to provide for the prisoner than it does to pay the teacher.

METHODS THAT TEACH TO THINK.

This association, composed of teachers and examiners with their new and proper titles—County Superintendents—has convened to discuss the best methods of teaching as well as to throw a calcium light, vitalized by the pure oxygen of our pleasant surroundings, and intensified by the powerful hydrogen of experience, upon problems of school management.

In the discussion of these methods, we should remember that the Maryland boys and girls are not only to be equipped with the arrows of information, but they are more especially to be taught to discharge them from the bows of usefulness in order to be effective in the game of success. They are to be taught by methods that teach to think, and to think deeply, normally and logically, so as to give vigor and strength, making the mind a citadel—offensive and defensive. To thus train the youth, the teacher must have an insight into that psychological something that will bring about reflective thought on the part of the pupils. Subjects are not to be drilled into them by artificial and mechanical processes, but are to be presented in such a manner that the mind will grasp them with its own spontaneity, for as Kant says, "subjects are frequently taken in, but not digested; apprehended but not comprehended." It is in the province of the teach-

er by a sympathetic interest to direct the youthful mind into channels that will best stimulate mental activity for results.

TEACHERS BORN, NOT MADE.

What a living force was the personality of Dr. Arnold among his pupils! But I believe such good teachers, as well as good school directors, are born, not made. I mean by this, that the most successful teachers must have that power which develops the "life-giving touch" by manifesting a mutual interest in the work of his pupils, gaining their confidence; and this is why some one has said that the ideal university would have a Mark Hopkins for a president, and a James A. Garfield, sitting on a log, for the pupil. This is also the theory of Rosenkrantz's definition of education—"the influencing of man by man so that he is led to actualize himself through his own efforts." To educate our pupils by this method, the teacher must have in addition to this God-given power, good scholarship, practical, professional training, accurate knowledge of what he would impart, and be well versed in the principles of psychology and pedagogy.

EDUCATING VERSUS TEACHING.

Educating is more than teaching. It is preparing the boys and girls for the duties of life—in business and society; it is developing thought, and thought has revolutionized the ages. It turns the wheels of industrial activity, and produces the electric spark and current that have conquered space, annihilated time and regenerated the whole scientific world; it is thought that pulsates in the world's grandest poetry, and its most exquisite art. As has been beautifully said by another, "It is the very soul of the verse of Homer and of Dante, of Shakespeare and of Goethe, and of Virgil and of Milton. It makes the marble of Phidias glow with life, and guides the hands of Raphael and Michael Angelo as they trace their wondrous figures with the brush. It gives immortality to the most beautiful of temples, the Parthenon; and it is the inspiration of that superb mediæval architecture which bears the names of the conquerors of Rome, and which has given to northren Europe its grandest monuments to the religious aspirations and devotion of the middle ages."

DEVELOPMENT OF AMERICAN THOUGHT.

In our wonderful America this learning to think properly, which has its beginning in the public schools, has developed, in a remarkable degree, science, art, literature, mechanism, invention, journalism and education; nor has it stopped when school days are over, for we can see looking into the future, statesmen sitting like school boys, studying the social, economic and political problems that demand serious consideration as they are guided by what the forceful Anglo-Saxon has attained over Greek culture, Roman law and German scholasticism. These statesmen have but to listen to John Ruskin, who informs them, "there is only one cure for the public distress, and that is public education directed to make men thoughtful, merciful and just."

CONCLUSION.

And now, Mr. President, since it is the object to make the school term

of equal length in all the counties of Maryland, there should be no caste in her general culture, but an equal chance for all her children to prepare for good citizenship, and the real usefulness in life which is the strongest cement in national cohesion.

To the members of the Maryland General Assembly of 1904 who have so generously aided us, to Dr. Stephens who has so faithfully directed us, and to our many friends who have so earnestly encouraged us in our professional work, we can best show our appreciation by pointing to the motto of Maryland's great shield, "Thou hast crowned us with thy good will." What manly deeds and womanly words could be greater blessing to the State of Maryland, My Maryland! when we reflect upon the grandeur of her conception, and the eternal principles that led the Calverts to make the settlement at St. Mary's in 1634. *As teachers—*

"Then conquer we must,
When our cause is just,
And this be our motto,
In God we Trust."

PRESIDENT: We will next be favored with a recitation by Miss Olive Gertrude Johnson, Assistant, Central High School, Lonaconing.

Miss Johnson's recitation, "Fauntleroy's Wail," was liberally applauded.

PRESIDENT'S ADDRESS.

Ladies and Gentlemen: One year ago the members of this association were hoping that the General Assembly of 1904 would enact such legislation as would assure every teacher of this State a living salary by guaranteeing a minimum amount to be paid. With the great majority of the teaching corps this was more a hope than a belief; but with a unanimity that was surprising to all the members, that Assembly gave what was asked and gave it in the spirit that makes the grant doubly welcome. In the light of this action, and judging it by the entire lack of organized opposition thereto and still more by the tone of the speeches made in favor thereof, it is now seen that the surprising development is not the passage of a minimum salary law but the revelation of the appreciation that the public has of the teacher's work and worth.

For years teachers have felt and frequently said in associations and institutes that parents did not know the importance of the teacher's work and the public in general had no knowledge of the value of the teacher's services and no desire to make the pay commensurate therewith. But, to the first demand made by the teachers, there comes a response from the highest representatives of parents and public that is surprising and still more gratifying. To what is this awakened public spirit to be attributed? In some measure, no doubt, to the organization of the teachers and their work individually and collectively in educating the public, and particularly in instructing the members of the assembly and in explaining to them the nature of the legislation they were being asked to enact and the reasons for doing so.

In this work due credit should be given to those who, by their presence at Annapolis and their efforts there, did so much to bring about the desired result. And there is no intention to attempt to lessen the importance of

this organization, for without such union nothing can be accomplished; nor should it be thought that anything can be secured from the General Assembly without the petitioners being represented at Annapolis and without the assistance of the lobbyist, using that word with no discreditable meaning; but it is maintained that back of this union and this unpaid and unselfish lobbying there must have been a public sentiment recognized by the members of the General Assembly and affording the true reason for their almost unanimous action. By some it has been said that no man with future political aspirations could afford to oppose any measure that looked to the advancement of public education. But, on the other hand, this measure increased the State tax rate and unfavorably affected the pocket-books of the class that is said to control the political fortunes of today, and this more than off-sets the advantage that any man might hope to gain from being on the supposedly popular side of the question. The reason then must be looked for either in an unusual and a more enlightened sense of civic duty on the part of the members of the General Assembly, or in a knowledge of an awakened public sentiment manifested by the constituencies of these members and prompting them to take the stand they did. Both these causes were no doubt at work; public sentiment unconsciously operating to create and arouse in the legislative representatives of this public a sense of the public's real obligations to the teachers of this State. As evidence of this it may be noted that in almost every speech advocating the passage of this measure made in either the House or the Senate reference was made to the *professional character* of the teacher's work and distinguishing it from the work of the unskilled laborer or the artisan. This is the gratifying revelation made by the General Assembly, a revelation worth more in its promise for the future than in its past achievements. And without discrediting the teachers' organization or the work of their friends in the lobby, the reason for this appreciation of the teachers' work as professional and not unskilled must be sought for in some other quarter. Was it not due to the teacher's own awakening, to his own realization that only through professional study and professional meetings could he hope thoroughly to prepare himself and properly to perform the duties of the teacher? Is it not true that by the work done in the county institutes and in the State Teachers' Reading Circles there have been created in the teachers themselves a higher standard of self criticism and a better professional spirit that have operated to arouse school patrons and taxpayers to the fact that teaching is a profession, that it should be recognized as such, and as far as the means of the State would allow paid as such?

If these propositions are true, what further hope does the passage of the minimum salary law hold out to the teachers, and what further duty does it impose upon them? Certainly it cannot be held that a minimum salary of \$300.00 is as much as the State—meaning either State or county—can be reasonably expected to pay a member of a profession. Certainly the State is financially able to pay more, and the teachers may hope that the future promises more. May not the same public spirit that has acknowledged the teacher's work as professional be expected to operate and to influence State and county officials in making appropriations for teachers' salaries? But

the same cause that operated in the past must continue to work in the future. There is, indeed, hope but only so long as the teachers themselves realize that their work is professional and so govern themselves. This then is the duty imposed upon the teachers, that they shall take advantage of every opportunity for professional study and training.

If I am right in attributing this aroused public spirit largely to the work of the trained teacher, the question naturally arises by what means can this professional education of teachers be attained? It may be said in answer that it is the special purpose of the three Normal Schools of the State to supply this need. Taking my own county (Wicomico) as an example, and I presume there are other counties in the State similarly situated, if we are to rely upon our own graduates from these three schools to fill vacancies, over seventy-five per cent. of the vacancies would go unfilled. To supply this deficiency I wish here to make a plea for the county training school. Let there be established in connection with at least one High School in each county, under the guidance of the State Board and the aid of the State, a Training School whose special object shall be to aid the Normal Schools of this State in supplying the demand for the specially trained teacher. These schools may do much in this direction and it is hoped that some step may be taken to this end soon. In the absence of these and until the training school idea may be realized, the chief reliance must be placed upon the work of the institutes, associations and reading circles. This being true, it becomes the duty of every teacher in this State to be active in the work of all these agencies, a duty he owes himself and his fellow teachers, for upon it is dependent any further advance. This law, however, is not valuable merely because it affects the financial welfare of the teacher; it is more noticeable because it is the first step toward the inauguration of a real State system of education. A uniform salary, even though it be a minimum salary, paid by the State leads to uniform qualifications, even though they be the minimum qualifications, prescribed by the State and tested by the State. In other words, the direct result of this law must be a corps of teachers holding State certificates.

Further, since the law fixes a *minimum* salary it is natural to assume that there will be a *maximum*. If the State is to be asked to provide further revenues for paying this maximum, it is a necessary corollary that the State shall prescribe the qualifications for which such maximum shall be paid.

But this is not the time for a detailed consideration of these propositions and they are offered only as some basis for further discussion in the hope that in the settlement of these questions there will grow up on the basis of the law of 1904, a State School system in which the highest ambition—financial and professional—of every teacher shall be realized; a hope that becomes a belief when viewed in the light of the past achievements of the teachers of this State.

At the close of the President's Address, little Annie Delson, of Baltimore, favored the audience with a song.

PRESIDENT: I wish to announce that the Remington Typewriter Com-

pany have headquarters in the Atlantic Hotel, where they are prepared and equipped to put into typewriting any work that members of the Association may desire to have done without any charge whatever. The Jos. Dixon Crucible Company also have an exhibit at the hotel, to which the members are cordially invited.

On motion the session adjourned to meet the following morning at 9.30.

MARYLAND STATE TEACHERS' ASSOCIATION.

THURSDAY—MORNING SESSION, JULY 14TH.

PRESIDENT: The Association will please come to order. We will begin the morning session with the Report on English by the Chairman, Prof. Sydney S. Handy, Principal of the Easton High School.

REPORT OF COMMITTEE ON ENGLISH.

Mr. Chairman, Ladies and Gentlemen: In presenting the report of the Committee on English, of which it is my privilege to be chairman, our purpose is briefly to emphasize a few important phases of an all-important subject. The term English is generally meant to include *Language, English Grammar, Composition, Rhetoric and English Literature*. The main object in teaching these subjects in schools, as stated in the report of the Committee of Ten, are two: (1) to enable the pupil to understand the expressed thoughts of others, and to give expression to thoughts of his own; and (2) to cultivate a *taste for Reading*, to give the pupil some acquaintance with good literature, and to furnish him with the means of extending that acquaintance. Of the two, the second is perhaps the more important, although necessarily it must be preceded by the first. It is, also, worthy of note that emphasis is placed upon two exercises, *reading* and *composition*; as if by these means alone knowledge of English is acquired. That this has been the trend of the teaching during the last few years, no one can deny. Last summer it was my privilege to attend in Boston a conference on English under the auspices of the N. E. A. The first speaker said: "I have three points. My first is, to read; my second, to read; and my third, to reread." The second speaker said: "My points, also, are three; first to write; second, to write; and third, to rewrite."

How different this is from the old regime, when the chief reliance in teaching language above the third school year, was English Grammar. In all the modern courses of study, too, we can but notice the attention paid to literature. And it is with reference to this tendency in particular that this report is chiefly concerned.

First, however, let us notice very briefly the several subjects included in the domain of English. During the first six years we have language, a simple term, yet how comprehensive, how vast in meaning. Thought alone transcends it in importance. How difficult still to teach. "Good habits of speech are caught rather than taught," says Professor March, our great English scholar. "The normal child," says Dr. Hinsdale, "who is accustomed to good English and nothing else, uses good English."

Our difficulty then is to teach something that cannot be taught. With reference to language and the teaching of it, we teachers can appropriately exclaim with Antonio:

"In sooth, I know not why I am so sad:
It wearies me, you say it wearies you;

But how I caught it, found it, or came by it,
What stuff 'tis made of, whereof it is born,
I am to learn."

The children, too, have difficulty here. Sometimes they get the meaning of words woefully wrong. Sometime ago in the school-room a teacher asked the pupils to name the three Graces. At once a hand went up. "Well, Johnnie," said the teacher, smilingly, "You may name the three Graces for us." "Breakfast, dinner and supper," was the astonishing reply.

At another time a little girl in the fourth grade had a reading lesson about a parson. After the lesson, the little girl came home and her mother said, "Mary, what is a parson?" "Oh, I know that," said the little one, "we had it in school today—A parson is a little animal that runs in the woods something like a squirrel." So, oftentimes we see, the little folks do not go correctly from the sign to the thing signified.

The experienced primary teacher, however, overcomes these difficulties in part. During the first two years at school she emphasizes *oral expression* rather than writing. Thereafter both are emphasized in *Observation exercises*, *Picture exercises*, *Story exercises*, *Letter writing* and *Dictation exercises*. These exercises should be continued throughout the six years, increasing in difficulty each year. "In order to sustain the interest it is best to turn from one series to another *every eight or ten weeks*," says Dr. White.

For the first year emphasis should be placed upon simple exercises in conversation, in telling brief stories, and in writing sentences. Oral expression is prominent here. For the second year the observation lessons may be devoted to common objects, to actions observed by the pupils, etc. In the third and fourth years these lessons should embrace the study of animals and plants, the animal or plant studied being present.

The use of pictures should be varied, the first aim being to teach the pupils *to see a picture*, to see first the essential, and then the details. In the fifth and sixth years, however, the imagination may be appealed to, and effort made to interpret the picture.

In story exercises in the first year it is important that the pupil *tell the story in his own words* after hearing it from the teacher. Then, in the second year he should write it. In all written exercises special attention should be given to *margins*, *spelling*, *capitals*, *punctuation*, *division of words at end of line*, etc. Letter writing should receive careful attention; and dictation, the object of which is to make the pupil familiar with the written forms of English, should be given frequently.

And now a word about English Grammar. Most of us remember the difficulty we had in attempting to master grammar, in our early days. We had to memorize numberless definitions, remarks, rules, concerning the meaning of which we had not the faintest conception. We had to parse by regular routine plan and to analyze grammatical puzzles until our heads fairly ached. Frequently, too, if the thing was not done exactly in proper order there was a vigorous application of the rod.

Still we do not believe that grammar should not be studied. Indeed, we recognize that it has great value as a means of *training the analytic*

judgment. John Stuart Mills says, "It is the most elementary part of logic. It is the beginning of the analysis of the thinking process. The structure of every sentence is a lesson in logic."

So, far from favoring its rejection as a study, we simply urge saner methods of teaching. It is not the function of grammar to teach the art of speaking and writing the English language with propriety, as taught by Lindley Murray. Grammar is now defined more properly as the science that treats of the forms and the construction of words and sentences. So we wish to emphasize, (1) that the study of formal grammar should not begin until the seventh school year; and (2) that it should not be pursued as a separate study longer than is necessary to familiarize the pupil with the main principles; (3) that routine parsing should be in the main avoided; (4) that the aim should be principally to enable the pupil to recognize the parts of speech, to analyze sentences as to structure and as to syntax. Possibly, too, whenever it can be done, a thorough review in grammar should be given in the last year of the High School course, emphasis being particularly placed upon the analysis of sentences. For often the average pupil understands very little of the real meaning of the construction of words. Sometime ago a boy was busily engaged in diagramming these lines:

"Can storied urn or animated bust,
Back to its mansion call the fleeting breath?"

The work was being beautifully and artistically done. Give the construction of the word "can," I asked. "Can" is an adverb modifying the verb "bust," was the astonishing reply.

Now we come to Rhetoric and Composition. These, of course, are to be studied together. Rhetoric is both a science and an art. There is something to be known and something to be done. So here particularly we should "learn to do by doing." The teaching of Rhetoric should aim to enable the pupil to write effectively. Attention should be given to principles of structural organization in the sentence, paragraph and whole composition. Unity, emphasis, and coherence, good use of words, analysis and topical outlining of essays, are all to be taught.

In teaching composition a word might be said concerning the choice of what to write about. We used to have too many abstract subjects, as faith, hope and charity. Now, however, the practice prevails, wisely we think, of selecting the subjects either from the literary reading, or from the common observations and experiences of the pupil. The habit, too, of writing daily themes of the length of a paragraph, oftentimes during the class period, as well as the custom of having an hour for individual conference, should be commended.

We have left the consideration of literature for the last, because it is in our judgment the most important. The object of the study in the schools, briefly stated, is, to create and to stimulate a *lasting interest in the reading of good literature.*

By literature we mean that rich heritage of prose and of poetry that belongs to the sphere of high art, and embodies thought that is power-giving, inspiring and elevating. Beginning, then, in the lower grades, we urge the

use of literary masterpieces adapted to the understanding of the pupil; and we further believe that these should be continued throughout the entire course. In teaching these masterpieces we must avoid over-elaboration, too minute analysis, as well as a cut and dried rigidity of formalism. "The thing is," says Dr. Hudson, "to have the pupils, with the teacher's help and guidance, commune with the author while in class, and drink in the sense and spirit of his workmanship."

By all means we should not introduce into the exercise anything of grammar, or philology, any further than this may be necessary to a fair understanding of the author read. The pupil must not only be made to know, but what is vastly more important he must be led to *feel the power of what is good, what is noble and what is inspiring in the language read*. In the last years of the High School attention should be paid to the structure and development of the novel, the drama, the poem and the essay, through well-known representatives of each. The college entrance requirements in English suggest the works for reading and study.

Now, why do we urge the importance of the study of literature? We answer first, because it is through literature we get culture. And culture is one of the great purposes of education. By culture we mean largely growth—growth of mind, of heart and of soul. What is more inspiring than to grow—to move always towards something higher, something better, something nobler!

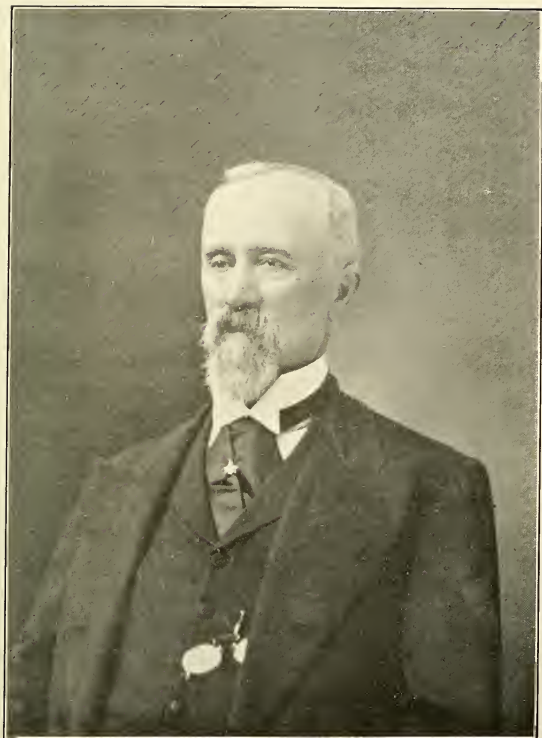
It is God's great eternal purpose that each tomorrow shall find us further than today. The last year, the last week, the last day we spend in this life should be the wisest period of our whole existence. It is by coming into close communion with the great thoughts of those great souls who have gone before us, that we learn to appreciate what life really is and what it should be. It is thus that we learn to love the great heart of nature. It is thus that we see in the majesty of moonless nights, in the glory of a summer's day, in the grandeur of

Old Ocean's gray and melancholy waste,

the wise and mighty hand of an omnipotent Creator. Some may think that this culture is beyond the reach of many. That may be so, but it is ever striving and struggling to attain the ideal, not reaching it, that marks the noble life. Culture is important, but there is one thing more important still—and that is character.

Horace Greeley, dying, said, "Fame is a vapor, riches take wings, friends love you today, hate you tomorrow. There is only one thing lasting, and that is character." "The aim of education is the development of character," says Dr. White. By the study of literature, then, we maintain that character is moulded and developed. Concerning patriotism, devotion to duty, courage and all the virtues, literature speaks again and again with marvellous beauty and force. Would you learn humility and a beautiful spirit of reverence, listen to Milton, who in the introduction of his great works says:

"And chiefly thou, O Spirit, that dost prefer
Before all temples th' upright heart and pure,
Instruct me, for thou know'st; thou from the first
Wast present, and with mighty wings outspread



PROF. A. G. HARLEY
REC. SECRETARY OF THE ASSOCIATION.

Dove-like sat'st brooding on the vast abyss,
 And mad'st it pregnant: what in me is dark
 Illumine, what is low raise and support;
 That to the height of this great argument
 I may assert eternal Providence,
 And justify the ways of God to man.

Would we learn a lesson of faith, hear Tennyson:

"Strong Son of God, immortal Love,
 Whom we, that have not seen thy face,
 By faith, and faith alone, embrace,
 Believing where we can not prove."

* * * * *
 Thou wilt not leave us in the dust;
 Thou madest man, he knows not why;
 He thinks he was not made to die;
 And thou has made him; thou art just."

Lastly, the privilege of companionship; how inestimable to think the thoughts, to feel the power of the heart throbs of those matchless characters who have gone to join

"The innumerable caravan that moves
 To that mysterious realm, where each shall take
 His chamber in the silent halls of death."

What a priceless honor! And, yet, it is ours for the effort. These three, then, culture, character, and companionship, are all to be found in the realm of literature.

PRESIDENT: We will next listen to a paper on "Memory Work in Literature by Mr. John T. White, Superintendent of Schools of Allegany county.

MEMORY WORK IN LITERATURE.

Mr. President, Members of the Maryland State Teachers' Association, Ladies and Gentlemen: As guardians of our nation's wards we are assembled in annual convention to deliberate upon questions concerning the welfare and advancement of our educational institutions. May we fully realize the duties and responsibilities resting upon us. May we be faithful, earnest, diligent, and true, and may our meeting together at this time be productive of good and permanent results.

Were I asked to name the most important subject included within the limits of a Public School curriculum, one that would receive the spontaneous and unqualified indorsement of the teaching profession, I would acknowledge my inability to answer the interrogation. But if I were called upon to name the department of school work where teachers and pupils derive both pleasure and profit, and from which are gathered and garnered the most abundant harvests, I would write in characters ineffaceable, "Memory Work in Literature."

Language is one of the greatest gifts bestowed upon the human race. By its aid we are enabled to hold sweet converse with our fellow-men, and to clothe our thoughts and feelings with that which endures throughout the ages. Laden with the richest products of thought and genius the literature of a nation often becomes an unerring index of the life and character of her people. So varied in its relations and so far-reaching in its results it

is invested with an interest and an importance that cannot be fully estimated.

Daily should we weave the golden threads of literature into the warp and woof of character. There is no sound more delightful to human ears, no picture more pleasing to human eyes, no emotion more dear to human hearts, than the thoughts, the sentiments, and the creations found in the beautiful regions of poetry. A noble poem, an inspiring hymn, or a patriotic song will linger in the memory, providing an agreeable companion at the post of duty, cheering and comforting in the weary or lonely hour, and bringing sweet consolation when passing through the dark and silent valley. Then let us wander through the meadows of poetry, inhaling the rich and precious perfume of her countless flowers whose divine essence will be forever breathed in the cloudless realms of eternity.

The teacher who is specially interested in this subject, and devotes a fair portion of the time allotted to school work to a careful reading and study of some of the masterpieces in literature, is laying a foundation on which will tower a lasting monument in coming years.

The family hearthstone and the evening lamp are silent witnesses of the many pleasures that sweeten and adorn home life. What joy and comfort are given to parental affection when the son or daughter who has been carefully directed in this particular, can join the social circle, and, in a natural, easy, and graceful manner, can entertain the gathered company by reading or reciting a beautiful production in prose or verse. How many weary hours are sweetened when passed in the company of our greatest authors! They speak to us in pleasing accents and transport us into those regions of beautiful thoughts and sentiments where our hearts and aspirations are directed toward the contemplation of that grand ideal for which we are and were created.

Of the many temptations surrounding the youth of our country there is none more pernicious in its influence or more deadly in its results than the low and poisonous literature of the present day. Slowly but insidiously this habit steals upon them until it is difficult of eradication. Here the teacher who is well read in standard literature can wield a powerful influence and can direct and fashion the literary bent of many a youthful mind. In many instances the home surroundings of our pupils are such as to appeal most strongly to the teacher's calling, and in no other way can these difficulties be so successfully met and overcome as through the medium of well directed reading. Here teachers and pupils are brought in contact with the thoughts, the sentiments, and the opinions of the world's great thinkers, and amid the duties and responsibilities of the school room can find sweet and wholesome recreation at these fountains of truth and wisdom.

The method to be pursued in this department of school work is governed largely by conditions and surroundings. Environment is an important factor in all great undertakings. Unlike many other subjects included in the regular curriculum, this work can be readily adapted to all grades, from the youngest pupils in the primary department to the most advanced in the Grammar or High School course. Great care must be manifested on the part of the teacher as to the character of the material selected or the desired end may be entirely defeated. Experience in this direction, and personal

observation of the work attempted and results accomplished by other teachers, have fully convinced me of the necessity for careful and thorough preparation along this line. The earnest, conscientious teacher, fully realizing the many responsibilities attached to the profession and desiring to measure up to these requirements, will consider it not only a *duty* but also a *pleasure* to present for the consideration of his pupils the best he is capable of giving, and "Memory Work in Literature" is no exception to the rule.

Pupils of the primary department should not be confined to mere "nursery rhymes," but they should be treated to something of a higher and more ennobling character. These "little ones," as they are termed, are quick to perceive the many beauties with which they are surrounded, and they are eager and willing to drink in the sweet, refreshing water from these pure and inexhaustible fountains. Under the skillful management of a teacher interested in this direction an amount of work almost incredible can be accomplished. Indeed, some of the best Memory Work in Literature brought to my notice has been done in the primary grade. As it is the intention that the fund of information gained by the pupils in this department should be increased when they are placed in the keeping of those in charge of other and higher grades, it is equally fitting that each successive teacher should give a fair portion of time and attention to the literary work already begun, or upon the foundation so carefully prepared will rest a structure threatening and insecure.

When pupils who have been carefully taught in this direction are prepared to enter the Sixth, or Seventh Grades, they are possessed of a knowledge of literature which makes their entrance upon regular text-book study more encouraging, and their progress will be more rapid and satisfactory. A careful study of statistics reveals the fact that many pupils leave school by the time they have completed the Fourth grade, that more leave at the end of the Fifth grade, and that only a small percentage remains to pursue a High School course. How important then that these pupils should be treated to some of the literary gems under the direction of a skillful and thoughtful teacher and be led to cultivate a taste, yea, an intense yearning for "the true, the beautiful, and the good." The teacher, who takes charge of those remaining, has a good foundation on which to build an imposing structure, and by careful, conscientious training may be enabled to present to the world at large young men and women possessed of grand and noble characters.

The value of moral training in the public schools cannot be fully estimated. Moral character is the underlying principle of all true manhood and virtuous womanhood. It is the shield and buckler of the individual, the defense of the domestic circle, the touchstone of our free institutions, the bulwark of a nation's glory. Upon the vast army of men and women engaged in the profession of teaching rests the responsibility for the moral tone of the rising generation. In the full and conscientious discharge of their duties they must exercise an influence in this direction, and this can be done without trespassing in the least upon the duties of the ministerial office or instilling the tenets of any particular church or creed. Precept and example are potent forces in the teacher's calling, and the sweet but silent influences

of a noble personality often find permanent lodgement in the minds and hearts of our pupils.

In no other department of school work is there a better opportunity to emphasize the principles of moral training than in the vast and boundless field of literature. The boy or girl who can be brought to see the many beauties here preserved, who can be led into the true spirit of the selection, who can cultivate a love and affection for the author, and who can treasure in the memory the words contained therein, will be laying the foundation of a grand and noble character that will long outlive the Pyramids.

The monuments and the cenotaph are time-honored *mémorials*, but if our illustrious dead are to abide forever among the world's immortals their stories must be woven by the Muse's hand. These are the amaranthine flowers that will never fade, but will ever exhale a rich and precious perfume. "Thoughts that breathe and words that burn" are the golden harvests that are gathered and garnered for future days. They are embalmed in the costliest amber and will perish only with the world itself.

The greatest monument the true and conscientious teacher can desire is the genuine esteem and sincere affection of pupils. When the routine of recitation is over, when the boys and girls entrusted to our keeping have passed beyond the boundaries of school house and school grounds, when they have entered upon the duties and responsibilities of the world's great school far away from the sweet and hallowed influences of the home circle, then, as the shades of the evening fall, or, in the silent watches of the night, or, it may be, in the loneliness of seclusion, they will be borne on the wings of memory to their school-day homes. In those hours of calm and silent meditation there will pass before them in grand review the forms of those who were their trusted and honored guardians in the temple of learning. With grateful hearts will they accord full meed of praise to those who prepared them to contend successfully with the stern realities of life by which they were enabled to secure a competency for future days, but deep down in the heart will be found a love powerful beyond expression, for those teachers who instilled into them those glorious and sublime truths of literature in early years. Deeply influenced by their teaching and example in this department of learning the pupils of a former generation are now the men and women of today, and must of necessity exert an influence in the circle in which they move. Thus the family, the State, and the national life must be made *purser*, and *nobler*, and *better*, through influences of such a character.

For you, for me, for all of us as guardians of the nation's wards, there is reserved a grateful recognition if we but prove ourselves good and faithful servants. It may require earnest, patient, persevering preparation, but honest effort will receive its due reward.

"Labor is life!—'Tis the still water faileth;
Idleness ever despaireth, bewaileth;
Keep the watch wound, for the dark rust assaileth!
Flowers droop and die in the stillness of noon.
Labor is glory!—the flying cloud lightens;
Only the waving wing changes and brightens;
Idle hearts only the dark future frightens;

Play the sweet keys, wouldst thou keep them in tune!

Work,—and pure slumbers shall wait on thy pillow;
Work,—thou shalt ride over Care's coming billow;
Lie not down wearied 'neath Woe's weeping-willow!
Work with a stout heart and resolute will!

Droop not though shame, sin, and anguish are round thee!
Bravely fling off the cold chain that hath bound thee!
Look to yon pure heaven smiling beyond thee!

Rest not content in thy darkness,—a clod!
Work—for some good, be it ever so slowly;
Cherish some flower, be it ever so lowly;
Labor!—all labor is noble and holy:

Let thy great deeds be thy prayer to thy God."

One of the pleasing features of the work is that it can be adapted to all grades and classes of schools. The little red school-house in the rural district can accomplish results, as grand, as noble, as far-reaching, as the most favored High School of our largest cities. A stout heart and a resolute will, a teacher full of the fire of enthusiasm and love for the work are the main essentials. The happy faculty of adapting one's self to conditions and surroundings is an important factor in work of this character. Special periods may be set aside for its consideration, but it can be readily adjusted as occasion or circumstances may demand. We must guard against the desire or ambition to accomplish too much in a specified time, and we must study the tastes, the temperaments and the abilities of our pupils in the work assigned them. If some such rules as these are carefully observed, if we throw our whole heart and soul into the work before us, if we are in full sympathy with our pupils, and if we study and memorize the same amount of work we exact from them, it will be a rare exception, indeed, if we fail to attain the desired end.

The sources from which material for this work may be procured are many and varied. Our New Curriculum of Study and Institute Manuals contain many valuable suggestions and helps along this line. Here we can find poetic and prose selections, entire and in part, well adapted to all grades of school work. The earnest, ambitious teacher can readily supplement these as occasions and circumstances may require, and in many instances original productions may be introduced where the poetic genius of the teacher or pupil may be sufficiently developed. Our publishers fully realizing the great importance of the subject are furnishing much valuable and interesting material in this direction. I would refer the teacher, who is desirous of securing a collection of masterpieces of poems, songs, and hymns, of richest and rarest beauty, to the columns of the Baltimore Sun. For several years this paper has been presenting its readers with some of the most beautiful gems to be found in the vast and boundless field of literature. These daily extracts, carefully clipped, arranged, and preserved in scrap-book form, will in course of time prove to be a text-book of inestimable value.

In the great temple at Delphi were inscribed the mottoes of the Seven Wise Men of Greece. Each was prominent in its own peculiar way and exerted an influence according to the idea or sentiment it conveyed. To the

ancient Greek they appealed in tones both eloquent and persuasive and even through the passing centuries they have been accorded a respect and admiration they all so richly merited. To the careful and unprejudiced student of classic literature they speak with undiminished sweetness and invest him with a feeling almost akin to veneration. To the earnest, conscientious teacher of the twentieth century they bring encouragement and hope, and surround his labors with a halo of glory that will never grow dim. Woven into the warp and woof of our educational life they have left an impress that will perish only with the world itself. Grand and noble in sentiment and comprehensiveness of expression they should be written above the doorways of every school in letters of living gold and should be deeply instilled into the minds and hearts of our pupils.

With that reverence for antiquity to which it is justly entitled, with that respect and admiration for the great teachers of the past ages which they so richly merited, and with a high regard for the great and invaluable training in all other departments of educational work, I would supplement those *grand*, those *noble*, those *immortal* truths carved in the Delphic temple many centuries ago with the *pure*, the *chaste*, the *ennobling* truths immortalized in literature through the passing ages, and, if possible, I would write them in the hearts of our boys and girls, there to be cherished as long as time shall last.

Then, with the consciousness of duty well performed, of a teaching surrounded by glorious and sublime principles, and of a developed manhood and womanhood reaching out toward a blessed hereafter, we can lay our burdens down, consoling ourselves with the words of the immortal Kingsley:

My fairest child, I have no song to give you;
No lark could pipe to skies so dull and gray,
Yet, ere we part, one lesson I can leave you
For every day.

Be good, sweet maid, and let who will be clever;
Do noble things, not dream them, all day long;
And so make life, death, and that vast forever,
One grand, sweet song.

DR. SIMPSON: I regret very much to announce the absence of Mr. Lynn R. Meekins, of the Baltimore Herald. I think that we lose the opportunity of hearing a masterly discussion of a very important subject. Those who know Mr. Meekins, know how capable he is and know how he has worked in a practical manner for the public school teachers of Maryland.

Last winter when we were engaged in the work of endeavoring to place the public school system of Maryland upon a higher plane, a proper plane, for efficiency and useful work, Mr. Lynn R. Meekins championed our cause and fearlessly espoused the passage of the Public School Law of Maryland on its merits. Mr. President, I ask permission of the Association to introduce the following motion: As Mr. Lynn R. Meekins is unable to be with us today I ask that the Association earnestly request him, through the Herald's reporter, who is with us, to publish his address in tomorrow's Herald, which has been the Association's friend, and that he be requested to forward

a copy of the same to our Secretary to be published in our journal of proceedings.

The question being on the motion it was seconded, carried unanimously and so ordered.

MR. WATHEN: I ask recognition for a few minutes to inject myself into this program. I am sorry I did not happen to get here at the right moment. Just as I was on my way over to the hall this morning the following telegram, addressed to the State Superintendent of Education, was handed to me, and I ask to be allowed to read this telegram to the Association.

The following telegram was then read:

PROF. M. BATES STEPHENS, *Atlantic Hotel, Ocean City, Md.*

Deeply regret circumstances prevent going to Ocean City. Beg to send cordial congratulations on the new law and earnest hopes that the increase in the compensation of the teachers of Maryland is a promise of a further advance in the near future. The best and quickest way to improve our school system is to adequately reward good work by better salaries. The new law is an improvement, but it is only a step toward justice.

LYNN R. MEEKINS.

In this connection, teachers of Maryland, I am requested to say that the teachers and others interested in the public schools of Maryland, who appreciate the services rendered by Mr. Lynn R. Meekins, the Managing Editor of the Baltimore Herald, feel that some recognition should be accorded him. Those of us who were at Annapolis last winter, when this school law of 1904 was pending in the Legislature, know and feel what those services were worth. They came at a time when this law of 1904 seemed about to share the fate of similar efforts in behalf of public education in the State of Maryland. Those influences which in the past have proved potent enough to defeat good measures in the cause of public education seemed again about to prevail. Just about that time the Baltimore Herald sounded a blast which dispelled the gloom of the committee in charge of your bill and, we believe, materially aided in its passage. Upon inquiry we discovered that Mr. Meekins, who has always been a friend of public education, who has always believed that those who work in any cause are worthy of proper pay, had inspired the Herald in its course, and, in recognition of this fact, these people desire to present him with this token of their appreciation. (Applause.) As he is not here we desire that this be made a public recognition of his services in our behalf. (Applause.)

Report on History, Dr. William H. Tolson, Baltimore.

LITERATURE AND HISTORY.

Mr. President:—Your committee received very substantial assistance from Miss E. J. Fleming, of the Baltimore Training School for Teachers, and Miss C. Maude Brown, School 80, Baltimore Public Schools, in formulating The Outline of History we herewith present.

"Teachers as well as pupils," says Dr. Hinsdale, "require a great deal of concrete illustration," and it has been our aim to suggest a line of work suitable for the early grades and a preliminary foundation for a later appreciation of the subject, as well as topical suggestions in higher grades.

History teaches the humanities of life, and lessons on this line should find a place in that most impressionable period of child life—the kindergarten and first grades. This early training finds expression in conversation and story telling, and the teacher's success depends largely upon her store of knowledge to vivify her pictures. In these word pictures, myths, legends, folk-lore and ballad stories are useful. Their language is universal and they appeal to the imagination and impress something pure and beautiful. Spiritual attributes are made tangible and the processes of race development will later grow into consciousness.

Geography, literature and history go hand in hand. The content of the best literature is historical and geography makes vivid the theatre of action. Language lessons, poetry, songs, pictures and constructive work, are correlated with conversation and story telling as a basis of work in the early grades. From the third grade, under proper training, the pupil will doubtless be able and eager to do some investigating on his own account.

GRADE I.

November.

"Sing a song of seasons,
Something bright in all,
Flowers in the summer,
Fires in the fall."

Stories:

How Patty Gave Thanks—(Child's World, p. 94.)
The Lion and the Mouse.
Thanksgiving Story.—Wiltse p. 77.
Thanksgiving Day.
A Boston Thanksgiving Day.—Child's World, pp. 90-94.

Poems:

Hiawatha's Childhood.—Lines 98-105. (Commit.)
The Child and the Moon.—E. H. Miller. (Commit.)
Five Little Rabbits.
Bill of Fare.—Eugene Field.

Songs:

How the Corn Grew.—	Finger Plays.
Making Bread.	" "
Making Butter.	" "
October Songs.	

"Lord, we thank Thee for this day,
For these hours of work and play,
For the shining sun above,
For Thy great and tender love."

Supplementary Readings:

a—Stories of Colonial Children. b—The Huskers.

April.

"Good morning, sweet April,
So winsome and shy,
With a smile on your lip,
And a tear in your eye."

Stories:

Teeny Tiny.—Graded Classics 2, Dramatize.
The Story of the Morning Glory Seed.—Stepping Stones 3.
The Pea Blossom.—" " 3.

The Kid and the Wolf.— Stepping Stones 2. Dramatize.
The Ant and the Grasshopper.— “ 2. “

Poems:

Hiawatha's Childhood.—Lines 145-150. (Commit.)
Over in the Meadow—Alice Wadsworth, Graded Classics 2.
Who Stole the Bird's Nest. Read to the class.

Songs:

Easter Song, I Stanza—Gaynor.
The Lambs, Finger Plays.
The Greeting, Froebel's Mother Play, p. 204.
Morning Prayer, Kindergarten Chimes 2, 3, 4, pp. 10-11.

A robin chirrups on the hill,
A blue bird in the hollow;
For these are pussy-willow days,
And spring is sure to follow.

Readings:

Spring Again.—Celia Thaxter.
Spring.—Longfellow.

GRADE II.

December.

“Apples and pears come in the fall;
What do we owe to the winter's call?
Snow and ice, sled and skates,
Christmas gifts and figs and dates.”

Stories:

The Spruce and the Maple.
The Discontented Pine Tree. (All the Year Round. Winter.)
(Learn to recognize these trees by touch, sight, smell, taste.)
Christmas in Other Lands.
Piccola.— Celia Thaxter.
The Bird's Christmas.— “ “

Poems:

A Real Santa Claus.—T. D. Sherman. (Commit.)
Marjorie's Almanac.—T. B. Aldrich.

Songs:

A Letter to Santa Claus.—Gaynor, p. 26.
Shine Out, O Blessed Star.—Songs and Games, p. 63.
The First Christmas.— “ “ “ 60.
“Merry Christmas now is here,
Happiest day of all the year.”

Readings:

Winter.—Lowell's Sir Launfal.
Dickens' Christmas Carol.

GRADE II.

February.

“The weariest month of the year, love,
Is the shortest and nearest spring.”

Stories:

Nahum Prince. Child's World.
Philip Sidney. Fifty Famous Stories.
The Boys of Sparta.
Philip's Valentine. Child's World.

Poems:

Talking in Their Sleep.

Songs:

The Postman.	Kindergarten Chimes.
Rub-a-dub-dub.	Gaynor.
The Blacksmith.	

I know three little sisters,
Perhaps you know them too.
The one is red and one is white,
And the other one is blue.

Supplementary Readings:

Hans Brinker.	Mary Mapes Dodge.
The Three Kings.	Longfellow.

GRADE III.

October.

"What does it mean when the crickets chirp?
And away to the south the robins steer?
When apples are falling and leaves grow brown?
These are the signs that autumn is here."

Stories:

Bell of Atri.	Fifty Famous Stories.
The Fox Who Lost His Tail.	Æsop—Graded Lit. 3.
The Fox and the Crow.	" " " 3.
Bruce and the Spider.	Fifty Famous Stories.

Poems:

Hiawatha's Friends. Read to class, 1-71. (Commit.)
The Wreck of the Hesperus.—Longfellow.
Marjorie's Almanac.—T. B. Aldrich. Read to class, or use for
blackboard.
Autumn Song.—Emelie Poulson. (Commit.)
Review. Killing the Red Deer.
Good Night and Good Morning.—Lord Haughton, Child Life.
"After October
The woods will look sober
Without all their crimson and gold."

Supplementary Readings:

True to His Home.—Butterworth.
Fine Stories of Historic Lives.—Julian Hawthorne.

GRADE III.

February.

"February, fortnights two,
Briefest of the months are you."

Stories:

William Tell.	Fifty Famous Stories.
Vulcan, the Mighty Smith.	Child's World.
Horatius at the Bridge.	Fifty Famous Stories.

Poems:

The Children's Hour.—Longfellow. (Commit.)
(A picture of Mr. Longfellow and his children. Mention birth-
day, Feb. 27, and home at Cambridge.)
Hiawatha's Friends. Review and mention author. (Read poem
to class.)

Songs: Patriotic—

America.	
Our Flag.	Gaynor.
Marching Songs.	Gaynor.
Blacksmith's Songs for Little Children.	Eleanor Smith.

"I love thy rocks and rills,
Thy woods and templed hills."

Supplementary Readings:

Robinson Crusoe. (Abridged.)
The Norse Stories.—Hamilton Wright Mabie.

GRADE IV.

November.

"This is the feast time of the year,
When hearts grow warm and friends more dear."

History Stories:

Raleigh—Queen Elizabeth.
John Smith. (Pictures of Virginia life and plantation.)

References:

From the Old World to the New. Dickens.
First Book in American History. Eggleston.
First Steps in History of Our Country. Mowry.
Beginners' American History. Montgomery.

Poems:

Hiawatha's Picture Writing. Lines 38-79.
Corn Song. Whittier. (Commit.)
Landing of the Pilgrims. Hemans.

Songs:

America.
Our Flag. Child's World.
Thanksgiving Song. " "
Thanksgiving Hymn.
"Not what we give, but what we share,
For the gift without the giver is bare."

Supplementary Readings:

Abraham Lincoln. Hezekiah Butterworth.
Grandmother's Story of Bunker Hill. Holmes.

GRADE IV.

February.

"He, within the heart is dwelling
Of his loving countrymen."

Stories:

Robert E. Lee.
First Steps in History of Our Country. Mowry.
Story of the Great Republic. Guerber.
Tales of Troy—De Garmo.
Greeks and Trojans, p. 15.
Paris and Menelaus, p. 23.
Lincoln.
First Steps in History of Our Country. Mowry.
First Book in American History. Eggleston.

Poems:

The Village Blacksmith.—Longfellow. (Commit.)
Hiawatha. Review selections of previous grades.

Songs:

America.
Columbia, the Gem of the Ocean.
Our Flag. Gaynor.
Mount Vernon Bells.

Supplementary Readings:

- Old Stories of the East. Baldwin.
 Stories of Our Country. Jonhannot.

Suggestive Readings:

- Black Beauty. Little Lord Fauntleroy. In the Days of Jefferson (Butterworth). Vision of Sir Launfal. Building of the Ship. Miss Pratt's American Stories (six volumes). Marmion. Miles Standish. Tales of a Grandfather. Battle of Blenheim. Grandfather's Chair. Hart's Source Readers in American History (five books).

Form a circulating library of suitable books owned by pupils of your class.

Two outlines from the Baltimore Training School Course are given for each of the first four grades, representing two months' work. For the other months courses may be arranged on similar lines.

The selections of poetry and literary gems have been omitted, but can doubtless be supplied from your libraries.

The outlines of the first four grades should be followed; for the other grades the outlines are suggestive. Select the topics you prefer and the material in hand will justify.

GRADE V. Discoveries and Explorations.

1. The Skeleton in Armor.
2. How Lief Ericsson Discovered America.
3. Compare the Sagas of Scandanavia with Grecian Myths and American Pioneer Life.
4. European Expansion 15th and 16th Centuries.
 Reference—a Prof. Bourne.
 b Freeman—History Western Europe.
 c Fiske—Discovery of America.
5. Prince Henry of Portugal.
 Reference—a R. H. Major—Henry the Navigator's Discoveries.
 b De Costa—Pre-Columbian Discovery of America by Northmen.
 c Pratt—American History Studies.

Readings:

- Lowell—Voyage to Vinland.
 Wright—Stories of American History, 22-27.
 Gordy—American Heroes and Leaders.
 McMurry—Pioneer Hist. Stories, Books 1, 2, 3.
 Catherwood—Heroes of the Middle West.

Maps: Rand-McNally Outline. Morse Outline.
 Detailed Sheets by U. S. Geological Survey.

1. Trade with the East.
2. Effect of the Fall of Constantinople.
3. Other Routes Sought and Results.
4. Prince Henry at Sagras Sending our Ships.
 Reference—a Fowler's Marco Polo.
 b Adams's Mediæval and Modern History.

Reading: a Mrs. Bolton's Famous Voyages.
 b Wallace's Prince of India.

1. Columbus—His Belief and Plan.
 Reference—Glascock—Story of Columbus.
 Seeley—Story of Columbus.
 Hart—Source Book, No. 1.
 Winsor—Columbus.
 2. Other Explorers—
 - a Vasco de Gama. Towle.
 - b The Cabots—Hart's Amer. Hist. by Contemporaries.
 - c Ponce de Leon. McMurry's Pioneer Hist. Stories, Bk. 1.
 - d Magellan. " " " " Towle.
 - e Cortez. Prescott—Pratt.
 - f Pizarro. " "
 - g Story of Coronado. Miss Pratt's Amer. Stories. Hart's Source Book.
 - h De Soto. Gordy's Amer. Explorers. McMurry Pioneer Hist. Stories.
 - i Cartier, Champlain, Marquette, Joliet, La Salle.
 (McMurry's Pioneer Hist. Stories, Parkman's La Salle.)
 - j Sir Walter Ralieggh—Towle.
 - k Sir Francis Drake—Towle. McMurry's Pion. Hist. Stories.
 - l Henry Hudson " " " "
- Reference—Elson's Side Lights. Shaw's American Explorers.
 Reading—Scott's Kenilworth. Rolf's Stories English History.
 Morris' American History Tales. Putman—Life of Lincoln.
 Wallace—Fair God. Henty—Under Drake's Flag.
 Longfellow—Evangeline. Froude—English Seamen of the
 Sixteenth Century. Kingsley—Westward Ho!
 Sir Arthur Helps—Spanish Conquest of America. (Late Ed.)

GRADE VI.

On lines suggested by Miss Sara M. Riggs.

Colonial Period.

Colonial period studied to show the "beginnings and growth of American institutional life."

Group the colonies into three principal divisions, viz: Southern, Northern and Middle.

1. In the southern colonies, Virginia as a type, showing the concentration of power, wealth, refinement and opportunity into the hands of the few; the growth of aristocracy.
2. In the northern colonies there was general participation in rights and privileges, Massachusetts or Connecticut as a type, the growth of democracy.
3. The middle colonies as characterized by a partial blending of the two, New York or Pennsylvania as a type.

Virginia.

1. Virginia Company. (Read an account of England in the 17th century.)

Work of Capt. John Smith.

Development of representative government.

Slavery and white servitude.

Royal Governors. Bacon.

Effect and value of the "cavalier" immigration.

(Fiske's—Old Virginia and her Neighbors.)

Give attention to the social, industrial, political, religious, and intellectual development.

References :

Hart's Source Book; Contemporaries.
 American History Survey.
 Thwaites' The Colonies.
 Fisher's Colonial Era.
 Eggleston's Beginners of a Nation.
 Macaulay's England.

Maps:

MacCouns' Historical Geography.
 Channing.
 Montgomery.

Supplementary reading:

Warner's Captain John Smith.
 Mary Johnston's To Have and to Hold.
 Thackeray's Virginians.
 Eggleston's Pocahontas and Powhatan.
 Cookes' Stories of the Old Dominion.
 Dickens' Child History of England.
 Cooper's Wept of the Wish-ton-wish.

Massachusetts.

1. Council for New England. Its aims. Extent of its grant.
 Pilgrims and Puritans.
 Settlement of Plymouth. The Mayflower Compact.
 Massachusetts Bay Company.
 Settlement of Boston. Winthrop.
 Other men whose work was important.
 Growth of the representative system.
 Describe a "town meeting."
 Effect of this type of local government.
 Indian wars.
 Royal governors and charters.
 Religion.
 Social, industrial and educational life. Compare with Virginia.

References :

Hart's Contemporaries.
 Hart's Source Book.
 Old South Leaflets.
 American History Leaflets.
 Fiske's New England.
 Green's History of the English People.

Supplementary Reading:

Moore's Pilgrims and Puritans.
 Austen's Standish of Standish.
 Austen's Betty Alden.
 Hawthorne's Twice Told Tales.
 Hemans' Landing of the Pilgrims.
 Holmes' Robinson of Leyden.
 Mrs. Stowe's Mayflower.
 Longfellow's New England Tragedies.
 Campbell's Pilgrims and Puritans.

New York.

- Review Dutch discoveries and claims.
 Champlain. The Six Nations.

Earliest Dutch Settlers.

Peter Stuyvesant and the Dutch rule.
Conquest of New Sweden.

Royal Governors.

Compare English rule with Dutch rule. (Lesiler's Rebellion.)

Religion and education.

Compare with New England.

References:

Hart's Source Book.
Old South Leaflets, No. 69.
Channing.
Bancroft.

Supplementary Reading:

Irving's Knickerbocker's History of New York.
Paulding's Dutchman's Fireside.
Abbott's Peter Stuyvesant.
Fiske's The Dutch and Quaker Colonies.
Irving's Sketch Book.
Cooper's Leatherstocking Tales.

Struggle between France and England for "Colonial Empire."

Note conditions in Europe.

Compare French and English discovery and settlement. Note the effect of geography upon the historical development of both France and England in America.

1. Struggle for Acadia and Canada.

Reasons for this contest.

King William's War; Queen Anne's; King George's; results; what importance in history.

2. Struggle for the Mississippi valley and Canada.

Reasons for this contest.

Study campaigns, noting part played by the colonists and Indians.

General results.

Name men most influential in determining the course of this war.

Why influential? How did this war help to bring on the revolution?

Maps, globes, blackboard sketches, pictures, geographical background kept clearly in view.

References:

Bourinot's Story of Canada.
Hart's Formation of the Union.
Sloane's French War and Revolution.
Hinsdale's Old Northwest.
Griffis' Sir Wm. Johnson and the Six Nations.

Supplementary reading:

Longfellow's Evangeline.
Cooper's Last of the Mohicans.
Baldwin's Conquest of the Old Northwest.
Henty's With Wolfe in Canada.

GRADE VII.

1. Comparisons—Geo. Rogers Clark compared to David, of King Alfred.
2. Masterpieces of literature—Marmion for a description of a battle, Holmes' Grandmother's Story of Bunker Hill.
3. Relation between the history and reading lessons. Have "reading hours," when historical novels, poetry and other histories selected by the children, through your advice, may be read.

4. Correlation of history and geography. Draw maps of the region of country under discussion and outline campaigns. Draw maps of battle fields.
5. Events in American history are often closely related to European history. Declaration of Independence. Magna Charta.
6. Frequent use of pictures.
7. Carefully selected bible readings. Life of David, etc.

GRADE VII.—*Revolution.*

1. Causes of the Revolution.
 - a Trace back the causes in the history of the colonies and of England.
 - b Study the condition of the British Empire. George III. and his ministers. England's colonial policy.
 - c Laws of England which were objectionable to the colonists. (State time and purpose of each.)
 - d Methods of colonial resistance. Principles that the colonists asserted.

Men prominent in the period from 1760 to 1775. (State why in each case.)

2. Opening events of the war about Boston. Study "Quartering Act" by MacDonald. The "King's Cheap Tea Plan." How was it received? (Read from Hart's Source Book, or Contemporaries, Vol. II. Old South Leaflets.) Was opposition confined to Boston?

The "Intolerable Acts" of 1774 and the results of these acts. Lexington and Concord. (Read Emerson's Concord Hymn and others. Longfellow's Paul Revere's Ride.)

Of what importance are these skirmishes? (Hart's Source Book. Hart's Contemporaries.)

Crown Point and Ticonderoga.

Bunker Hill. (Holmes' Grandmother's Story of Bunker Hill. Webster's Bunker Hill.)

Results?

What had been accomplished by the close of 1775?

References:

Fiske's American Revolution.
 Fiske's War of Independence.
 American History Survey, Chap. III.
 Kendall's Source Book of English History.
 Green's Short History of the English People.
 Channing's The United States of America.
 Frothingham's Rise of the Republic.
 Roosevelt's The Battles of the Revolution.
 Scudder's George Washington.

Biographies:

Patrick Henry, John Adams, Franklin, Samuel Adams, Joseph Warren, James Otis.

Maps:

Montgomery, Channing, McLaughlin.

Perry Pictures.

Supplementary reading.

S. Weit Mitchell's Hugh Wynne.
 Churchill's Richard Carvel.
 Alice of Old Vincennes.

1. Growth of Independence.

- a Trace the causes. Read the Declaration of Independence. Magna Charta. Judged by the Declaration, who caused the war? Which of the signers became prominent in later history?
- b Note the effect of independence.
2. The capture of New York and the battles near New York.
 - a Of what strategic importance was the Hudson River?
 - b Trace Washington in this campaign. (Nathan Hale. Maryland Four Hundred.)
3. Washington's retreat through New Jersey. Results. (Coffin's Boys of '76.)
4. Burgoyne's Invasion.
 - a Outline the British plan. Was Schuyler fairly treated?
 - b Sum up the reasons for its failure. Why is the battle of Saratoga decisive?
 - c Effect of Howe's expedition to Philadelphia upon the British success.
 - d Results.
5. Valley Forge and Monmouth.
 - a Sufferings of the army. (Read Hugh Wynne.)
 - b Conway Cabal. Why so named? Of whom composed? How treated by Washington?
 - c Charles Lee. Read Janice Meredith. Benedict Arnold. (Bancroft History U. S.) (See Stepping Stones, Book 5, pages 305-331.)
 - d Lafayette—his early life and connection with America. Other foreigners and what they did.
6. Sea Fights.
 - a At Newport.
 - b Paul Jones. Others. (Read Richard Carvel. Life of John Paul Jones, by Hapgood.)
7. War in the South.
 - a Note what was done by the British up to 1780. Why did not the South resist more strongly? Work of the Partisan Leaders. (Bryant's Song of Marion's Men. Historical.)
 - b Green's Campaign. Object and results. Effects of the Battle of King's Mountain. (See McMurry's Pioneer Hist. Stories, Bk. 2.)
8. Cornwallis in Virginia.
 - a Siege of Yorktown.
 1. What part did the French play?
 2. Why does this battle end the war?
 3. Effect upon Europe.
9. Results of the war.
 - a Treaty of Peace. What nations were interested and why? Terms of the treaty. (George Rogers Clark.)
 - b General results. (Political, social, industrial and intellectual.)
10. Formation of American Government.
 - a How were the colonies governed during the war from 1775 to 1781?
 - b Articles of Confederation. Powers of Congress? The state of money matters.
 - c The Philadelphia Convention; its struggles and leading men.
 - d The Constitution before the people. Its ratification. James Madison.

References:

Winsor's Narrative and Critical History of America.
Hildreth's History.

Eggleston's History.
 Lossing's Field Book of the Revolution.
 McMaster's History of the People.
 Life of Morris, Hamilton, Jefferson, General Anthony Wayne, Gen'l
 Geo. Rogers Clark, John Eager Howard.
 Washington's Rules of Conduct.
 Preble. History of the Flag.
 From Colony to Commonwealth by Moore.

Maps:

McCoun's Historical Geography. Montgomery. Pictures.

Supplementary reading:

Roosevelt's Winning the West.
 Sewell's Twelve Naval Captains.
 Henty's True to the Old Flag.
 Cooper's The Pilot and the Spy.
 Hawthorne's Septimus Felton.
 Independence Bell.
 Marshall's Life of Washington.

Suggestive Readings for Teachers:

Hinsdale. How to Study and Teach History.
 Report of the Committee of Seven.
 Second Year Book, 1903.
 New York Teachers' Monographs, March, 1903.
 American Historical Review—MacMillan.
 Channing and Hart. Guide to Study of American History.
 McMurry. Special Method in History.
 Smiles. Self Help.
 Green. Short History of the English People.
 *Draper. Development of Civilization in Europe.
 Macaulay's Essays. History, Machiavelli and History of England,
 Chap. I.
 *Emerson. The Mind in History.
 *Froude. The Science of History.
 *Sir Arthur Helps. How History Should be Read.
 *Freeman. How to Grow Great Men.
 *Cornelius Tacitus. The Germania.
 *Friedrich Von Schlegel. The Philosophy of History.
 Hegel. Philosophy of History.

For suggestive material, from which practical outlines in school work can be drawn, Studies in American History and Guide for Use of Students and Teachers, by Miss Sara M. Riggs, will be found invaluable.

PRESIDENT: Mr. Arthur F. Smith, Principal Central High School, Lonaconing, will read a paper on "Some Devices in Teaching American History."

MR. SMITH'S PAPER.

This is a practical age. All school work is made to serve a practical end. In accordance with this idea, I shall present a few devices that have been thoroughly tested and found most useful.

In the Teachers' Manual, pages 50 to 58 are devoted to a discussion of the subject of history. In the first four grades preliminary work is done in the telling and retelling of stories, and in biographical sketches. The formal

*Crowned Masterpieces of Literature—Edited by Justice Brewer.

study of the text-book of American history is taken up in the fifth year grade and, according to the present schedule, is dropped at the middle of the seventh year grade.

Children are always interested in stories, and true ones about our great men will enforce important truths. Even in the higher grades they help very much to enliven the lesson, especially if they sometimes have a humorous turn. The following is given as an example:

Back in the seventies, when Dewey had command of a ship of the old Harford type, he was lying in the harbor off Genoa. Visitors were allowed on board at all times, except Sunday morning, when inspection took place. One Sunday a well known American millionaire steamed out with a party of friends in his private yacht and succeeded in getting on deck, where he was met by Captain Dewey, who asked him to leave. Mr. Money remonstrated, and finally, exasperated by the cool firmness of the officer, he burst out: "No, sir; I won't leave. I am an American citizen and have a perfect right on this vessel. I pay taxes in America. I am on my own property. Part of this ship belongs to me!" Calmly Dewey opened his penknife, stooped down and split off a piece of the deck flooring. Handing it to the incensed American citizen, he replied: "There's about what you own, and there's the ladder. Now git!" And he got.

Pictures appeal to the imagination of children and serve a good purpose. Most of the text-books are supplied with excellent portraits and other illustrations. The Perry Pictures include many historical subjects. Sometimes a composition can be illustrated to advantage with a small Perry picture.

During the past year one of our composition days happened to fall on December 14th, and naturally "Washington" was assigned as the topic. Each paper was illustrated with a small reproduction of Gilbert Stuart's famous painting. The originals of George and Martha Washington, painted by Stuart in 1795, are in the Boston Museum of Fine Arts, and, to the writer on his visit there last summer, were the most interesting objects in the museum.

It is well to emphasize all anniversaries by some special attention to the men or circumstances they commemorate. By the law of association of ideas, the date will be indelibly fixed in the child's memory, associated, as it should be, with the event celebrated. In accordance with this was the action of the last session of the Legislature in setting apart March 25th in honor of the landing of the first settlers on Maryland's soil; and also in making the 22nd of February an occasion of patriotic celebration rather than a mere holiday, which made the average boy wish we had a few more Washingtons, but signifies to him nothing more than a brief cessation of school duties.

In regard to text-books, I shall not pursue the usual plan of finding fault with all in existence. There are many excellent books; of course, some are better than others. The thirty-sixth annual report of the State Board of Education shows that Montgomery's *Leading Facts* is used in 18 counties, Eggleston's history in 2 counties, and Barnes and McMaster's histories in one each, there being no report from Kent county. Fiske's history is an

other admirable work. It is best to use several different books in the class.

For the teacher and the high school student there are several excellent manuals. I might mention Channing's *Students' History*, pronounced by the *American Historical Review* to be "decidedly the best one-volume American History yet published;" Larned's, Adams and Trent's, and Montgomery's *Students' History* have all their peculiar excellencies, and all are supplied with copious references. Professor Hart, of Harvard, is preparing a book of this class called "*Essentials in American History*," the fourth of a series now being issued by the American Book Company.

A book that should be in the hands of every teacher of history, elementary or advanced, is Channing and Hart's *Guide to the Study of American History*, published by Ginn & Co. It discusses methods, bibliography, libraries, reading, written work, and tests, and it gives a long list of topics and references. By the aid of this book the teacher can pursue his investigations as far as he pleases, and can regulate the browsing of his pupils.

A good book of methods that the teachers ought to possess is Hinsdale's *How to Study and Teach History*. Many others might be mentioned, but this is perhaps the best.

The library of the teacher or school should contain a few sources. A valuable and inexpensive little book is Hart's *Source-Book of American History*. A more pretentious set that is a real necessity for libraries and teachers is Hart's *American History told by Contemporaries*, in four volumes.

Of great use are the *Old South Leaflets*, issued by the Directors of the *Old South Work*, in Boston. They consist, on an average, of sixteen pages, and are sold at the low price of five cents a copy, or four dollars per hundred. Bound volumes, each containing twenty-five leaflets, can also be procured.

To show how these leaflets may profitably be used, observe the titles of the following which may be used to throw much light on the discovery of America: No. 29, *The Discovery of America*, from the *Life of Columbus*, by his son, Ferdinand Columbus; No. 30, *Strabo's Introduction to Geography*; No. 31, *The Voyages to Vinland*, from the *Saga of Eric the Red*; No. 32, *Marco Polo's Account of Japan and Java*; No. 33, *Columbus's Letter to Gabriel Sanchez*, describing the First Voyage and Discovery; No. 34, *Americus Vesputius's Account of his First Voyage*.

Another series is the *American History Leaflets*, edited by Albert Bushnell Hart and Edward Channing, and published by Lovell & Co., New York.

Some of the larger histories ought to be available for reference, such as Bancroft, Hildreth, Tucker, Winsor, Von Holst, Schouler, Parkman, McMaster, and Rhodes. Unfortunately, none of these cover the entire period, and they are of varying value.

In addition to one or more of these, there should be an adequate supply of dictionaries, encyclopædias, biographies, and gazetteers. One of the best encyclopædias for quick reference in schools is a two-volume set called the *Student's Reference Work*, published in Philadelphia. It was issued in 1902, and contains discussions of many of the most recent topics.



M. SUE MAGRUDER
COR. SECRETARY OF THE ASSOCIATION.

Good maps are indispensable. The histories are usually supplied with many maps and charts. Cose's map of the United States is the best large map. Hart's Epoch Maps and Mac Coun's Historical Geography are valuable. Many useful maps are issued by the United States Geological Survey and can be secured by purchase, or through the courtesy of a Congressman.

A device used in some schools to secure the remembrance of the few essential dates is to have a series of cards printed. The first will contain 20 or 25 of the most important dates, printed in bold type. The second will contain 50 dates, repeating those from the first card in the same style of type, the new ones being inserted in somewhat smaller type. The third card, for secondary classes, will contain 100 dates, repeating all learned before in the same styles of type, and adding the additional ones in still smaller type. These dates should be reviewed frequently, and should be the central points about which important events are grouped.

Another useful device is the keeping of a note-book. What laboratory methods have accomplished in physics and chemistry, what the solution of original problems has done for geometry, more recently the introduction of research work and the construction of note-books and outline maps have done for history.

The best book of the kind with which the writer is acquainted is the *Ivanhoe Historical Note Book*, published by Atkinson and Mentzer, Chicago. It contains 47 outline maps with alternate blank pages for notes. When the student has completed the book, he has a historical record of his own from 1492 to 1900. The amount and nature of the work will vary with the grade of the classes using the note-book.

The use of current events, rightly managed, promotes a practical correlation of language, geography, and history. A half hour each week can be profitably spent in the discussion of history that is just being made. A good newspaper should be taken in each school, but the topics need to be carefully selected. Several papers are published for this very work; one of the best is the *Little Chronicle*, published in Chicago. For older scholars the *Literary Digest* and *Review of Reviews* are very useful.

Mr. John W. Cook, President of the National Educational Association, at the recent session in St. Louis, says: "I believe in the judicious use of the newspaper in the school. The newspaper reflects our civilization as no other thing does. As Dr. Harris has said, it enables us to readjust ourselves daily to the conditions of the world. Of course the school is indispensable, and there could be no newspaper without it, but we do not see in the school, concretely illustrated, the life of the time which appears so conspicuous in the daily press."

A helpful little publication that should be on the desk of every teacher in Maryland is the current number of the *Baltimore Sun Almanac*, which gives concisely innumerable facts connected with the history of Maryland and the United States.

A great inspiration in the teaching of history is the opportunity of visiting historical places. During the past summer the writer visited many of the noted historical and literary points of interest in and about Boston, and his school work in those departments has been very much enriched.

From the summit of Bunker Hill one gets a much more adequate idea of the battle than from any mere description of words. At Gettysburg the scores of rows of graves, marked unknown, but each occupied by a hero, tell the grim story of awful carnage better even than the eloquent words of the martyred Lincoln.

But it is not necessary to go outside of our own beloved State to find many places connected with the nation's growth and greatness. St. Mary's, Annapolis, Fort McHenry, Antietam, Fort Cumberland, Braddock's March, all contain suggestive memories. Near by the city of Washington is a great storehouse of historical accumulations. Pupils should be interested in local historical places, and encouraged, when possible, to visit more remote localities. Those who are fortunate enough to visit the great fair this year will find very much of interest.

In a circular letter recently sent out State Superintendent Stephens asked for suggestions as to changes in the high school curriculum. I know it is somewhat of a digression to introduce the subject at this point, but my extreme interest in the matter impels me to bring it up.

The Committee of Seven, in its report to the American Historical Association, recommended that history be studied throughout the four years of the high school course, and that American history be pursued in the last year. If the subject is pursued in the order Ancient, Mediæval and Modern, English, and American, the pupil leaves school with the most adequate conception of the history of his own country that it is possible to secure. When he is most mature, he is called upon to deal with the problems of his nation. It is earnestly suggested, therefore, that the State Board of Education give careful consideration to the rearrangement of the historical course.

Returning again to our main subject, there may be some who will wonder how all these devices can be utilized by the busy teacher. It will require earnest, thoughtful work on the part of the teacher.

"The heights by great men reached and kept
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night."

It is not my intention to tell you how to do all this. In the Biblical account, we are told that "there was a noise, and behold a shaking, and the bones came together, bone to his bone. And when I beheld, lo, the sinews and the flesh came up upon them, and the skin covered them above: but there was no breath in them."

So the bones and sinews of devices may come together, but it takes the living, earnest, enthusiastic teacher to breathe into them the breath of life. Then the pupil will be thrilled with patriotic pride for the republican institutions he has learned to know and to love.

"And lives there a man with soul so dead,
Who never to himself hath said—
This is my own, my native land!"

PRESIDENT: The next on the program is an address by Dr. S. Simpson, Superintendent of Schools, Carroll county.

ADDRESS OF PROFESSOR SIMPSON.

In speaking on "Quality Before Quantity in Education" the County Superintendent of Carroll said in part:

A distinguished educator once said that when the public school system is expanding hopefully, a former is infinitely better than a re-former. In dealing with educational topics it is a thing much more easy and tempting to recommend changes and suggest additions than it is to point out the remedy for superficial work in the school room, to find a way to reach efficiency in the essential branches and turn out pupils who are masters in the fundamentals of a good education. No extras, incidentals or outside issues should ever be allowed to impair the thoroughness of the work done in the grammar school grades. I do not underestimate the value of any work attempted in the public schools, but we must always insist on accurate and practical scholarship in the elements. These lie at the foundation, not only of a child's usefulness, but also of all his future literary and scholastic attainments. It is a good policy to grow, indeed we must grow; but it is bad policy to expand at the expense of efficiency at the center.

The great apostle of education is he who can show a way by which we will be able to hold pupils on to the hard problems in scholarship until they are mastered. Our honored State Superintendent is our worthy leader in this fight, and not only do we have the means and methods of progress, but we have evident proofs of his useful service on every hand.

PRESIDENT: The report of the Committee on Geography will be read by Mr. Henry S. Morton, Walbrook, School No. 63, Baltimore City.

GEOGRAPHY, TAUGHT FROM THE STANDPOINT OF INDUSTRIES.

Mr. President: "The ugliest of trades," says Jerrold, "have their moments of pleasure. Now, if I were a grave-digger or even a hangman, I could work for some people with a great deal of enjoyment."

Nearly every trade or occupation has some feature of interest and fascination for children. It is one of the qualities of the child mind to want to do what grown folks do, and to make and use the implements of industry that the child sees in use around him. We know that very many of the plays of children take the form, on a small scale, of the occupations which make up the serious duties of life. Little folks making mud-pies, boys playing fire-engine or "cobs," girls playing dolls, do all these things for the mere pleasure which accompanies activity, the pleasure of using up their overabundant energy.

Why these plays take the form of some real-life industry, we cannot always say. Sometimes it is learned by simple imitation, as boys playing fire-engine. In other cases it is largely instinctive, for instance the relation of mother to child which girls exhibit when they play dolls.

This tendency of the child to play industry will be advantageous to us as teachers if we make use of it in the right way. Especially will it help us in teaching geography, a subject that has industry for its very basis.

Geography is the study of the earth as the home of man. Around that word home clusters every one of the occupations of men. It is the object of

this paper to suggest a method of approaching geography through its industries, taking advantage of the interest which the child feels toward such things, as well as the grateful means of expression that hand work affords.

The industries of the world are of two kinds—those concerned with the production of raw material, and those by which the raw material is turned into marketable goods. The principal industries by which the raw product is secured are Agriculture, Mining and Fishing. The most important of these for us to teach is Agriculture.

Agriculture would be a good thing to teach, in itself, even if it could not be correlated with geography. Every boy should know something about farming, and each girl about the care of flowers. The green road to the farm ought to be just as wide open to the boys leaving our schools as is the door of the department-store and factory. But aside from being an industry in itself, agriculture is an important aid in teaching other industries.

Suppose our lesson is on the manufacture of cotton. The class should know something about the soil that will produce cotton, the appearance of the plant itself, the shape and size of the seed, the boll. They can get all this by growing their own cotton. Of course, you can secure some notion of the cotton plant from dried specimens, but to make a real, live and lasting impression on the child, let him raise it for himself.

On the school farm of Group Q, Baltimore, the children planted cotton seed last spring with a view to having a crop for this fall's work. The cotton bids fair to materialize and ripen if it escapes the ravages of the elusive boll-weevil.

To illustrate how much real geography may be incidentally learned from a little garden plot, the school farm is unfavorably situated on a decided slope. It is divided into small beds, some being at the top of the hill and some at the bottom. When it rains hard, the soil leaves the upper beds, and the boys who own them find canyons running through their property. Those who own the lower beds find themselves suddenly blessed with a superabundance of fine soil, even to the extent of burying their young crops. Deltas, flood plains and alluvial fans abound on this farm. In some instances the loss of soil from the upper beds has been so great that the boys have had to carry back up the hill and replace what has been washed away. This same thing is done by dwellers in the valley of the river Rhine who suffer from similar movements of the soil.

The children have also learned something of the depredations of insect pests, and the value of insecticides and birds keeping them under control. The good work done by the English sparrow, destroying the larva of the cabbage butterfly, is surprising.

The mind of the child passes through the same stages of development as the human race has experienced from the times of earliest barbarism. The early man lived by hunting and fishing. Likewise the little boy takes delight in the bow and arrow, in catching tadpoles. After the hunting-and-fishing stage the primitive man settled down to cultivate the soil; so there is a time when the boy takes the greatest pleasure in working the soil and making things grow. Agriculture, taught in the schools, satisfies this desire of the child when it is strongest.

The ordinary tools for farming are simple in construction, and offer a variety of easy and useful handwork for the children. So much for agriculture. We have elaborated upon it somewhat, because it is the only occupation in which most of the work is done outside of the school, and for the reason that it presents so wide and varied a field for the study of geography. In teaching the other industries we introduce them by handwork of some kind, done in the school-room, either by a few of the pupils or by the whole class as the teacher feels it best.

Take, for example, the study of gold-mining. Make it real to the child. Let him do a little mining for himself. Fill a tin pan with earth. Put in a few little chunks of lead. Let him take it to the hydrant and manipulate it after the manner of a seasoned Klondiker. He will never forget the process, and will regard with eager interest whatever is connected with the subject of gold mining. If it be coal-mining, let him construct a Humphrey Davy safety lamp out of a mucilage bottle and a piece of wire gauze, a mine-car or a breaker with bins for different sizes of coal. If the child makes these things his interest in the subject will be much greater than if he is left to read it out of a book.

In teaching the fisheries of Chesapeake bay to a class in Baltimore City, the subject was taken up at a time when the Haman oyster bill was being discussed throughout the length and breadth of our State. By a certain happiness in the method of the teacher that class took a more vital interest in the preservation of our oyster industry than did the average reader of our newspapers. This was brought about by the manufacture and demonstration, in the class-room by the pupils, of two models, a pair of oyster-tongs, made like two rakes, joined, and a dredge, of bent wood, covered with netting.

To study a manufacturing industry, the same method is employed. This paper will not go into further detail, but will give a catalogue of a few of the industries and easy handwork by which they may be introduced

Cloth manufacturing—Little looms to weave string. Raffia for hats and baskets.

Cotton cloth—A cotton gin.

Book-making—A book-binding machine.

Dairying—butter making—A quart preserve jar with a wooden dasher.

Lumbering—A sawmill, with tin disk, having teeth cut around its edge.

Flour-milling—A water-mill that can work. A Dutch windmill.

Beef-packing—Cattle pens and cattle cars of slats.

Transportation—Canal locks, grain elevator, prairie schooner, freight-car and boat.

Every one of the models mentioned I have seen made, and know that they are practicable. The teacher should, of course, be satisfied with crude work. It is too much to expect great accuracy; most probably you will not get it. The model serves a twofold purpose. It furnishes a means for the expression of the pupil's idea, and it arouses in the pupil an interest that not only resides in the model itself, but extends to every phase of geography to which the model leads. Geography, taught from the standpoint of industry is of high educational value. The child learns not so much by hear-

say or from a book, as from actual experience. And after all, experience is the best teacher.

MR. DASHIELL: You will excuse me for making any remarks at this time, but I am reminded that although the program of the Association is quite lengthy for each session, and whilst I have listened with a great deal of interest to the papers that have been presented, I think I can speak for a great many others besides myself when I say that I think we should have some discussion of them. At some of the former meetings I have attended we have had interesting features in the way of discussions. Aside from this matter I wish to say, in regard to the presentation of the memorial to the managing editor of the Baltimore Herald this morning, that I was a member of the committee that framed the new school law, and spent a good deal of time for that purpose at Annapolis, and I remember, as Mr. Wathen said, that at the time when the skies seemed darkest the editorials in the Baltimore Herald revived the spirits of everybody and the bright sun came out and encouragement filled every breast. I want to make a motion in connection with this beautiful memorial which the Association presents to Mr. Meekins, that the chair appoint a committee of three to make a personal presentation of this memorial to Mr. Meekins.

The motion being duly seconded it was carried unanimously.

PRESIDENT: I will appoint on that committee Messrs. Irving L. Twilley, J. Newton Wickes and J. Montgomery Gambrill. I will also use this time, as required by the constitution, I believe, to name the different special and standing committees.

Enrolling Committee:

Edna Marsh, Solomon's,	Nannie Keating, Centreville,
Elizabeth Schiller, Cumberland,	George Caples, Westminster,
Mrs. Edna Staton Whaley, Snow Hill.	

Auditing:

E. L. Boblitz, Frederick City,	N. Price Turner, Salisbury,
Alice McCullough, Laurel, Md.	

Resolutions:

E. D. Murdaugh, Frostburg,	W. B. Downes, Ingleside,
Fred Sasscer, Upper Marlboro.	

School Legislation, Administration and Supervision:

F. Eugene Wathen, Annapolis,	Dr. M. Bates Stephens, Annapolis,
F. T. Griffith, Cumberland,	Charles T. Wright, Bel Air.

Elementary and Secondary Schools:

Margaret M. Robinson, Frederick,	N. Price Turner, Salisbury,
Sidney S. Handy, Easton,	John T. Herschner, Towson,
Mary E. Ford, Frostburg.	

English:

Edward Reisler, Baltimore,	John T. White, Cumberland,
Mrs. E. E. Pippin, Denton,	Marianna Hardecastle, Rockville,
John S. Hill, Stockton.	

Geography:

Alice McDaniel, Easton,	H. S. Morton, Baltimore,
Ada Louise Scott, Salisbury,	Pauline Barber, Conaway,
Daisy Archer, Bel Air.	

Mathematics:

Wm. R. McDaniel, Westminster,	Albert S. Cook, Towson,
Louis L. Beatty, Centreville,	Virgil F. Ward, Salisbury,
John I. Coulbourne, Snow Hill.	

Natural Science:

Wm. J. Holloway, Baltimore,	P. O'Rourke, Cumberland,
Roger I. Manning, Laurel, Md.,	W. T. Taliaferro, College Park,
Ethel D. Baker, Frostburg.	

Æsthetics:

Sarah E. Richmond, Baltimore,	Pearl A. Eader, Frederick,
M. Susie Magruder, Solomons,	W. S. Crouse, Denton,
Mrs. Edna Staton Whaley, Snow Hill.	

Physical Training:

Helena A. Bradshaw, Bel Air,	India Rowland, Baltimore,
Agnes M. McLean, Baltimore,	Helen Dodson, Centreville,
Laura B. Tammany, Havre-de-Grace.	

Manual Training:

Warren Seipp, Towson,	Harold Russell, Annapolis,
Jas. H. Van Sickle, Baltimore,	Alexander Chaplain, Easton,
Carroll Edgar, Elkton.	

Kindergarten:

Belle Upshur, Baltimore,	Harriet E. Luhn, Annapolis,
Mary J. Fisher, Denton,	Emma Saulsbury, Ridgely,
Mary E. Sherwood, Sparrow's Point.	

Modern Languages:

Chas. F. Raddatz, Baltimore,	M. Georgia Ewing, Reisterstown,
C. E. Karl, Hagerstown,	Chas. B. Finley, Jr., Elkton,
J. Walter Huffington, Salisbury.	

History:

George Biddle, Elkton,	Jas. W. Cain, Chestertown,
Nannie Keating, Centreville,	Jefferson L. Smyth, Chestertown,
Lizzie Blackiston, St. Mary's Co.	

Board of Managers of the State Teachers' Reading Circle:

Dr. M. Bates Stephens, ex-officio chairman.
 Margaret M. Robinson, Frederick City and Herbert E. Austin, Baltimore City, one year.
 H. Crawford Bounds, Salisbury, and A. S. Cook, Towson, two years.
 Sarah E. Richmond and Edwin Hebden, Baltimore City, three years.

Miss Olive Gertrude Johnson, of the Central High School of Lonaconing, then recited in happy style "The Little Boy in a Dime Museum."

Miss Sara E. Richmond, Vice-Principal of the State Normal School, Baltimore, then read Mr. H. E. Austin's report on the State Teachers' Reading Circle.

REPORT OF BOARD OF MANAGERS.

The Board of Managers of the Maryland State Teachers' Reading Circle, has the honor to submit this, its third annual report, to the State Teachers' Association.

Since its organization, in 1901, eight hundred and six teachers have been enrolled.

The enrollment for this year is four hundred and twelve (412), twenty-

six less than that of last year. Reports from the several counties indicate that a larger number of teachers are reading the books selected for our courses than last year.

The membership by counties is as follows: Allegany, 79; Cecil, 52; Washington, 37; Baltimore county, 36; Frederick, 36; Harford, 33; Prince George's, 29; Charles, 26; Queen Anne's, 22; Howard, 21; Montgomery, 19; Calvert, 9; Anne Arundel, 5; Dorchester, 3; Baltimore City, 4; Worcester, 1; Carroll, 26.

There has been no enrollment reported from the following counties: Caroline, Garrett, Kent, Somerset, St. Mary's, Talbot, and Wicomico.

Twenty seven members have met the requirements of the Board of Managers and have been awarded certificates, as follows:

Baltimore County 4: Addie Deering, Henrietta Fox, Grace Gill, Annie Meehan.

Cecil County 8: Marion Clark, Roberta Graham, Leila McCoy, Helen McCauley, Elizabeth Mackey, Sadie Nicoll, Carrie Wright, Hugh Caldwell.

Dorchester County 1: Marie Tubman.

Frederick County 2: C. N. Frushour, Lillie Wiener.

Harford County 4: Grace Black, Ethel Curtis, Ida Curtis, Clara Smithson.

Howard County 1: Katherine Warfield.

Prince George's County 2: Ella Owen Nally, Maria Owen.

Queen Anne's County 1: A. E. Ellis.

Washington County 1: Laura Spielman.

Wicomico County 3: Sadie W. Cooper, Florence Bounds, F. Grant Goslee.

The plans for the coming year are well under way.

Every teacher who carefully studies McMurry's "The Method of the Recitation" will find that it "will be for him like the constant help of a friend in need, a resource to which he can refer for counsel;" that he will be helped to overcome that feeling of helplessness—"The exquisite misery of conscious weakness—that undermines the efficiency of many a scholarly student well freighted with knowledge which he can not use because he does not know how."

We are also sure that every teacher who has placed himself under the guidance of Bliss Perry in a "Study of Prose Fiction" will be glad to know that this course will be continued during the coming year and that under this guidance George Eliot's "Silas Marner" is to be read.

And those who have become interested in Botany and would like to do all the work outlined in Andrew's "Botany All the Year Round" will have the opportunity as this text has also been continued for the coming year.

The Board of Managers has endeavored to make the Reading Circle of real service to the teachers of the State and to conscientiously perform the duties assigned to it by the State Teachers' Association. These duties are not light. To carefully examine the theses submitted, not to say the carrying out of the details of the administrative work, has required a great deal of the time and serious thought of each member of the Board, men and women who are already loaded with the duties of their several positions. The

Board of Managers has a number of plans in mind whereby the value of the Reading Circle may be increased to its members, but their realization depends upon the interest which the teachers manifest and the support which they and the State Teachers' Association give this movement.

The Reading Circle needs today a person who can give all his time to this work and its organization throughout the State; one who can assist in the formation of local circles and show how they may be conducted with interest and profit, one who has the time to make things grow.

If every teacher in the State became a member of the Reading Circle, such a Reading Circle visitor could be secured, study outlines could be prepared and distributed and the Board of Managers relieved of the details of an increasing amount of work.

MISS RICHMOND'S REMARKS.

To the moral and intelligent being knowledge is uplifting. That which uplifts the teacher, uplifts the school and makes its pupils wiser, happier, more useful.

Teaching uses up capital more quickly, more completely than any other pursuit. No matter how scholastically qualified one may be when entering the profession, the demands upon the present-day teacher are so great, so strenuous, that unless there is an incoming force to replenish the ever spending mental and physical strength, the teacher is apt to grow worn, impatient, unfavored.

The reading course is intended to supply in part this force. The faithful earnest, hardworking teacher lacks the time and clear thoughts necessary to map out a plan of study best combining the needs of the pupils with her own culture and progressiveness. Given the course of study and the books at hand, conscience urges will power to use them. In the reading the tired teacher grows interested, the cares of the schoolroom are forgotten, the thought of another gives birth to a thought of her own; in receiving, she gives; and in giving, she receives again; and there comes to her not only restfulness but the knowledge which sends her into the classroom reilluminated, reinforced, more desirous to do good work, and more capable of doing it.

This the reading circle seeks to do for the teachers. The Board of Managers is composed of seven members, whose only recompense is the betterment of the schools, and whose aim is to select works for the course, showing scholarly thought attractively put, and helpful to the teacher. The State Board of Education, conscious that such a course of study cannot fail to react upon the schools of Maryland, has given its approval and its consent to recognize officially the work accepted by the Board of Managers. It is the hope and the belief of the executive board of the State Teachers' Reading Circle that the helpfulness of the assigned course will enable the teacher to realize that whoever wishes to do better work to-morrow than to-day must seek to know the best others have done; must make their experiences her experiences; that garnering thought will cause thought to grow; and thus the work done in the reading circle will be but the conception of a freer, fuller, nobler, and unending growth.

Again, the course outlined for the reading circle forms a unity of thought

for Institute work. A book of the course is selected for the round table conference. The discussion of a subject to which each and all have given previous thoughtful and continued attention, will occasion a comparison of views, benefits, interpretations, experiences, criticisms, in which the diffident will be self-incited to take part, and the ever willing ones will become more responsive. Interest and enthusiasm will be given the proceedings, making them more enjoyable, and the Institute will more closely approach the work it was intended for.

Miss M. M. Robinson and Mr. Edwin Hebden also read papers on the State Teachers' Reading Circle.

MISS ROBINSON'S PAPER.

Growth is the law of our being, of all life, of all progress. With growth comes development, which brings changes; and if we would succeed in any business we must be ready to meet these changes. The lawyer constantly needs to read law, not alone to refresh his memory, but because varying conditions need changes in the laws. The doctor must study constantly if he would keep up with the advance that his profession makes continually. Farming methods change, and the farmer who does not accept the new ideas and adopt the modern machinery is left behind.

Similar conditions exist for the teacher. In no profession has a greater advance been made, perhaps, in the last half-century, and the end is not yet. In no sense has the science and art of teaching reached its highest development. Even the most expert, the most eminent teachers feel that there is much yet to learn. We teachers deal with the human mind, than which nothing in the universe is more complex or more important. Is it not clearly manifest, therefore, that teachers of all people need to study carefully the how, the why, the what they teach? They need to keep abreast of the times, to grow with the development of their profession.

Even those whose general education has been most thorough and liberal, who have had the benefits of a college training, need to study methods of teaching, not merely from books, to be sure, but suggestions from books written by wise educators, practically worked out by an earnest teacher, seeking the best, often makes a skillful teacher out of what otherwise would be a mere school-keeper and hearer of lessons. It takes more than a knowledge of things to be taught to make a teacher in the best sense.

Then, again, many of our teachers have not had the advantages of an extended education. Although fresh from our high schools and normal schools, they have not had time nor opportunity to learn thoroughly all they may have to teach. In the crowded years of their school life many things are necessarily omitted, many others not thoroughly grasped by the immature mind as they can be later with the development that comes with trying to impart their knowledge to others.

Moreover, let our knowledge be ever so thorough, our method be ever so well chosen, it is necessary that fresh supplies be constantly furnished if we would have our pupils drink from fresh fountains rather than stagnant pools. Our own minds must be kept receptive in order to enable

us to give to others and to understand and meet the learner's mind, and our minds can be kept in this condition only by use.

To sum up, then, a teacher must study, study, study, read, read, read everything he has time for that will increase his store of knowledge and his ability to impart that knowledge and his desire for more. In fact, in my opinion, an insatiable thirst for knowledge and an inordinate love for study are necessary to the very successful teacher. The majority of our teachers have this desire to study, but do not always know what is best for them to read nor how to get, and need some guidance.

To meet this need the Maryland State Teachers' Reading Circle was organized, and its courses furnish such guidance. One of my colleagues will explain its functions more fully. Some of the teachers who have pursued its courses tell me that some of the books have been of the greatest value to them in their school work, and that they keep them on their desks constantly for reference. All of the books may not be of quite this practical value. Some are intended to stimulate the mind of the teacher, to give him a more lively interest in the things around him, that from this stimulus he may be able to give fresh food to his pupils, not merely the dry bones of the text-books. Then, along with this practical side, it is hoped the teacher will find pleasure in some of the readings, which will furnish relief from the monotony of school-room work.

If there are any who do not need the course for themselves, by becoming members of the reading circle and by giving the aid that their superior training enables them to give, they will find an unexpected pleasure in the enthusiasm which the giver will receive from the recipient, will receive the pay which one always receives who helps others.

State Teachers' Normal School No. 2 at Frostburg has a splendid exhibit in the Casino, which attracts a large and admiring attention.

All members of the State Teachers' Association will receive a printed copy of the proceedings, and those desirous of a copy for 1903 can get them from the Secretary at a cost of twenty-five cents. There are a few copies of 1902 at the same price.

The following notice was also read by the President of the Association:

It has been quite generally announced that the Smith Premier Type-writer Company has placed at the disposal of the Association a thoroughly competent stenographer and Smith Premier Typewriter for the convenience of the Association and its guests. If you have any letters to write or resolutions to prepare avail yourself of this service.

Adjourned to 8 p. m.

MARYLAND STATE TEACHERS' ASSOCIATION.

THURSDAY—EVENING SESSION, JULY 14TH, 1904.

The evening session of the Maryland State Teachers' Association was called at eight o'clock, with President H. Crawford Bounds in the chair, and one of the largest audiences we have ever had present.

Mr. Hebden presented an amendment to the report on the State Teachers' Reading Circle as to Carroll county, showing that county in a very favorable light.

Dr. M. Bates Stephens then delivered the following address:

DR. STEPHENS' ADDRESS.

Mr. President, Fellow Teachers, Ladies and Gentlemen: We have already heard enough this week to assure us that we are in the bright dawn of better things. There has been no time during the last quarter of a century when the outlook for public education in this State was so full of hope and promise, or when our people had more cause to rejoice over the prospect for the betterment of the school situation than at the present time.

It is not my purpose to discuss the new school law at this time, although I feel quite sure, with all our appreciation of its excellent features, we have not yet caught the full force and effect of that recent school legislation, which among other things, guarantees a uniform school year of not less than nine months and a salary to teachers of not less than three hundred dollars. My friends, this marks the beginning of a school system for Maryland which will compare favorably with any other of this great country; and it combines more excellent provisions than that of any of our neighbor States. This should not only have the effect to keep our best teaching talent within our borders, but it should attract to our corps, if we shall need them, the good teachers of our sister commonwealths.

It was a great privilege to attend the last session of our General Assembly. To my mind there has been no sight more grand and sublime than to see the people's representatives in that body, with an increased tax rate, which is always unpopular with many of our taxpayers, staring them in the face, conscious of their highest duty to their constituents and with the courage of brave men rising to the importance of the occasion, resolve to discard the faults, the inconsistencies and the lack of adaptability to meet modern demands, of our old school system and to inaugurate in lieu thereof one whose provisions and facilities are so well calculated to afford the boys and girls of our State such school advantages as will fit them for the exigencies of busy life. I do not wish to appear as unduly enthusiastic over this triumph for better schools, but I am fully persuaded our people never acted with greater wisdom, legislated more beneficially for the whole people, exercised wiser economy in the expenditure of public funds, took a longer stride toward making "Maryland, My Maryland," the very best of all the States, nor did more to emphasize and accentuate intelligent citizenship and

the material advancement of our people than when they decreed, by making an annual State school appropriation of a million dollars, that a defective, crippled and impoverished school system for this grand old State should be a mere matter of history.

I wish to speak to you this evening as briefly as I can about some of the signs of the times in so far as they effect the question of public education. I trust these views will prove neither extreme nor untenable. They are honestly entertained and have come to me as serious conclusions after several years of association with and observation of the process to engraft the right sort of education on the community. In any discussion which involves the scope and purposes of the American school system or the character of the instruction it is required to give its pupils, we must keep steadily in mind that its position, both in regard to the needs of the individual and those of government, has been a peculiar one.

Because of the many new and extraordinary demands it has been required to meet and satisfy, no satisfactory comparison can be instituted between its results and those of any other of the great educational systems of the world, whose mission differed, materially, from that of our system. When we recall some early history we see how our forefathers, the colonists, were subjects of a monarchy; how oppression and "taxation without representation" led them to revolt; the struggle for independence and how it was finally won; the inauguration of a new government in which every citizen was to be a sovereign and whose basic principle was to be "Equality of and equal opportunity for all men;" how the oppressed of all nations were attracted to this new land of freedom; how the adventurous and restless spirits all over the world flocked here in droves, and how these were Americanized; how the problems of self government have been solved, and how, in the most phenomenal way, America has risen to a foremost nation commercially, industrially, politically, financially and educationally. What we need to remember especially is the fact that all this has been done in the brief period of a century and a third. The question which naturally arises is "Why this progress in all the essentials which make a great nation?" That there is a reason is not to be questioned. The character of our government and its institutions which place no limitations on human thrift, ambition or genius in America must come in for a large share of the credit for this favorable exhibit. There can be no question that a democracy is a government in which public opinion habitually rules; that the life and character of the individual furnish the standard for measuring the life of the aggregate or nation, and that people having all the power of the State in their hands must be educated in order to secure and preserve political and social stability.

I trust these statements have suggested, at least by implication, the source from which our Republic has obtained its strength and the great unifying force in stamping a heterogeneous element with the mark of American citizenship. We begin to see more clearly this institution through which popular government obtains its strength and secures its unity; for when followed to its last analysis it is plain that the American school is the "laboratory of our National unity and the guarantee of our National

future." The principles and ideas of a republican government and the organization of public education are so inter-related and interwoven into one fabric that the vitality and perpetuity of the one depend largely on the usefulness and efficiency of the other. Because of this relation and the fact that popular education is both the foundation and mainstay of self government, it is a proper deduction that such government would fail if we were to abandon our system of free schools. While these propositions, perhaps, do not challenge universal assent, it is assumed that no gentleman would risk his reputation for a knowledge of the essentials of republican government by entering a denial and no ambitious politician, in this State at least, aspiring to the honors and emoluments of public office would do violence to the settled convictions of his constituents by demurring to them.

I would not make my position offensive to any class of our people by insisting that all children should be required to be educated in the public schools; the spirit of liberty is too broad in this free country to deprive our people of the right to choose whatever agency for education they may prefer. But when we consider that ours is a "government of the people, for the people and by the people," it is unfortunate from the viewpoint of civic duty that all children can not imbibe the atmosphere of the *public* school, where those ideas which are the beginnings of American citizenship, are better inculcated than in any other. It is here that the levelling process is applied so effectually. Seeming advantages of being high born, or titled, or wealthy, count for nothing in our public school, where all children enter on an equal footing, receive like treatment and are subjects of the same rules. The only distinction or difference comes during school life and is that which results from application, personal worth and obedience to established authority; and the child of the humblest citizen is as likely as any other to take highest rank. What a valuable lesson to be learned in childhood, and in a republic, that through merit and *internal* worth must come honor and preferment!

The organization of the public school is actual poison to any remnants of boasted ancestry, despotism and plutocracy, which are enemies of a republic, and these will, perhaps, find their quietus when the threshold of public education has been crossed. They will likely give way to a place for such seed as, when nurtured and fostered by our system of teaching, will ripen finally into an intelligent grasp and clear appreciation of the principles of self government.

One of the unmistakable signs on the educational horizon today is the almost universal esteem in which public education is held, the growing appreciation of the school as the source of our progress and the determination to increase its usefulness as expressed in the liberal appropriations for its maintenance. The comparative importance of education to national life was recognized by the management of the St. Louis Exposition by giving education first place and designating its building "Palace A." This had never been done before by any exposition. The high calling of the teacher and the value of her services were fittingly recognized by President Francis in extending a welcome to the National Education Association when he

said that the teachers of the country stood alone in that they were greater than the government, since free government is the result of education and the teacher its most vital factor. Our own Chief Executive, Governor Warfield, has said, on more than one occasion, that he considered the department of education the most important of the State administration and should give more time and thought to it than to any other. The last General Assembly of Maryland recognized this sentiment in granting all the legislation which even the agents of the system asked for school improvement. These are but a few of the signs which the "wayfaring man, though a fool, may read."

The day of argument in favor of public education has passed. Prejudices against such a proposition have been dissipated by the spread of education itself. The one subject upon which our people are most divided is the extent to which it should be carried. The amount of work to be done by both teacher and pupil has grown to wonderful proportions. Branches of study have multiplied until the curriculum really seems crowded. But when we think of the rapid development of our country along all lines and avenues, in the short period of a century and a third, when we accept the maxim "the spirit of inquiry is the mainspring of progress," and then realize that this spirit is but the expression of the knowledge and training given in the school room, we can better appreciate why education has been going in leaps and bounds and why its methods cannot become fixed like certain stars of the heavens. The education which the public school gives must be suited in a broad sense to the wants of actual life, fit our boys and girls for business needs and develop that high character and every day sort of wisdom upon which the greatest demands will be made by life's requirements. As the demands of citizenship and business are ever changing so must the equipment change to meet new conditions. I wish to say here that a mere knowledge of the traditional three R's never has met such requirements and never can. Reading, Writing, Spelling and "Ciphering" are only the instruments by which we become educated. They make up the foundation upon which the superstructure is built and there is no desire anywhere to lessen their importance.

In spite of their many duties in the school-room our pupils read, write and spell better today than ever before. Teachers are enabled to handle many subjects and to teach them successfully for the same reason the farmer now grows a dozen crops where his grandfather grew only wheat and corn—and the wheat and corn crops have not suffered in the least by the process of multiplication. The secret of all this achievement is found in that one word "skill." Hence the demand for larger appropriations that *skilled* teachers may be employed in all the schools.

One of the weak points with some of our teachers is the superstitious respect they have for the opinions of those croakers who claim we are teaching nothing thoroughly; such talk is nonsense if the one who presides over the school is a skilled and efficient teacher; and the criticism is the merest rot when it is contended that not enough time is given to the three R's.

There is practical unanimity among educators today, including the

greatest living educator, Commissioner William T. Harris, that the chosen instruments for giving a complete school education are "Language," "Mathematics," "Science," "conduct studies," and "art studies;" and the course of study which fails to construct its work with these five groups as centers will not give a symmetrical development of the child organism. It is a distinct sign of the times that there has been a growing demand for such an extension of school work that all sides of the child may be reached and developed. We have enough insight into the mind content to know there are various and well defined mental faculties; and while we cannot assort them like so many sticks of wood and employ certain instrumentalities to give to each an individual polish and symmetry, we can by a proper co-ordinate grouping and correlation of school studies regard and train them all for the ends of complete living.

With all the objections that are urged against the great number of subjects included in the course of study it would be refreshing to find someone with courage enough to stand up and say what branches should be eliminated. I doubt that he can be found. The present curriculum presents an embarrassing situation, generally, where there is but one teacher in the school; and I am convinced that many conscientious teachers will sacrifice their health and it may be their lives in their efforts to meet all its requirements. This is the sad part of the proposition. But all the studies are necessary when we consider the highest welfare of the child, and the signs of the times point to an effective remedy for this condition.

The remedy will be found in school consolidation and when necessary the transportation of pupils to and from school at public expense. Public opinion is fast drifting in this direction as the only solution of the rural school problem, and gradually but surely will the people avail themselves of the immense advantages of central schools, where the instruction may be divided among several teachers and where even the remote country child may have all the privileges and benefits which public education can bestow, including the high school course.

Another sign in the educational world is the larger recognition of that agency known as the Kindergarten. The first step of the pupil in his school education has been from the home, where, to all intents and purposes, the child has been "monarch of all he surveys," to the school room with its strong organization and strict rules. This has always been an awkward transition; and for the reason that this first step is an unnatural one, it has had the effect in many instances to disgust the young candidates with their school apprenticeship. To leave a home pervaded by an atmosphere of freedom, to give up the playmates and playthings of early childhood for a mental workshop characterized by rigid discipline is well calculated to send a shiver down the psychological backbone of the six-year-old.

The Kindergarten seems to be a necessary link between the home and the primary school, and all of us will not be on the Retired Teachers' List when we shall see a well organized system of Kindergartens as a part of the fabric of public education and under the control of the county school authorities.

Another phase of public school work which is attracting wide attention

and which has gained a strong foothold in Maryland is manual training. The term itself is not limited enough in meaning to convey a definite idea of its aim in public education. I think there is practical agreement that the purposes of Manual Training are:

1. To awaken an interest in and a respect for manual labor.
2. To accustom the pupil to habits of order, accuracy, attention and perseverance.
3. To develop in him dexterity, promptitude, skill and judgment.
4. To train the eye to discern and the hand to execute.
5. To develop a sense of form and taste.
6. To strengthen his physical powers.

When these purposes are considered it becomes clear that the function of manual training is to reach a side of the mind which would otherwise be left undeveloped, and emphasizes the well known educational maxim, "We learn to do by doing." There are eighteen manual training centers for white schools in as many counties and three colored industrial schools. For each of these departments the State makes an annual appropriation of fifteen hundred dollars or a total for all of thirty-one thousand and five hundred dollars. Considering this large appropriation, I am of the opinion the State is not getting as large returns from the investment as are possible.

I apprehend that in some cases the department was organized not so much to promote the purposes of manual training but rather to draw the fifteen hundred dollars appropriation.

Difficulty has been experienced, too, in procuring technically trained instructors, and the work in some instances has fallen to those whose opportunities for this phase of education were too limited. The departments have also suffered from a lack of proper supervision. I believe one of the leading manual training teachers of the State should be selected as inspector of these departments and the cost of inspection charged to each manual training fund.

Another phase of school instruction to which we cannot shut our eyes, and, concerning the importance of which our teaching has been too indifferent, is that which should stimulate in our pupils a love of country, develop a feeling of State pride, encourage a regard for the rights of others and inculcate the fundamental principles of republican government. In making this plea, I appreciate that the public school cannot teach all the child should know, and that there are other important forces which assist in his comprehensive education. But we must look to the school largely for that education and training which make for patriotic and intelligent citizenship, and we cannot escape our duty in this matter if we would. Ignorance of the first principles of government and a disregard for the rights of others, especially among the ignorant element of those who are not natives, have sown the seed of discord, suspicion and anarchy, and there seems to be a growing disregard for established authority, as evidenced by numerous strikes and riots. The proper solution of these perplexing problems must come through the necessarily slow process of the right education of *every child*, and every child is entitled to, and should receive, at least a primary school education. "Love of country," "obedience to es-

tablished law," "respect for wholesome authority" and "reverence for the institutions of the State" should be inscribed on every school banner and emblazoned on every school wall. Maryland Day may be made an occasion for accentuating these phases of school work.

Time will not permit to discuss other signs of the times regarding this question, but I wish to mention the increasing interest in secondary education. This does not occupy the high plane it should, and there is much room for improved conditions along this line. In attending high school commencements I have been disappointed in the small number of graduates, and only twenty-five per cent. of these are boys. Perhaps not more than one per cent. of our pupils complete the high school course, which furnishes a minimum amount of knowledge and training before special ends in life should be begun.

Many are hurried from school before the elementary grades have been finished. The coming man or woman as such is lost sight of in the hurry to reach the profession or the vocation. The calling is placed above the individual. Money earning power in the shortest possible time is first consideration, while the duties he will owe the family, society, the State and what is of still greater importance—his God—are lost sight of in the mad craze which makes the dollar our highest ideal.

But this demand which would give to our instruction a narrow commercial bias has pretty well spent its force. People are beginning to understand better the true ends of education, which are "knowledge, power, skill and character." They are realizing that mental discipline, the formation of correct mental habits and the inculcation of good moral traits are, after all, the best part of school education. The question of secondary education has heretofore been left too much to the child, who is not in a position to judge what is best for him. By some organized plan parents must be made to realize that their obligation does not cease until all the facilities of education, including the high school, have been utilized. I can say that the members of the State Board are ready to co-operate to bring about an awakening of interest in this neglected phase of public education.

In conclusion, I will speak of one other sign in the realm of public education, and that is the growing demand for capable teachers. Parents are becoming more unwilling every day to employ unworthy and incompetent architects to fashion the intellects and mould the characters of their children. To you, fellow teachers, our people have committed a sacred trust and have assigned important duties. You must not prove unfaithful to the trust or derelict in the discharge of those duties. If you fail to do your full duty to your pupils, dwarf their intellects by poor teaching, influence them adversely by bad example or neglect their proper instruction through your ignorance of pedagogical requirements you are guilty of a wrong which is little less than criminal. The demands on the teacher are greater than ever before and these demands can be satisfied only by increased scholarship, greater skill and a more complete dedication to the tasks which good teaching imposes.

The most severe criticism made in the report of the Mosely Commission sent from England to study the American school system was the preponder-

ance of women teachers. They feared, because we have thirteen times as many women as men teachers, that "the American boy is not being brought up to punch another boy's head or to stand in having his own punched in a healthy and proper manner." We have no fear whatever along these lines. What our boys miss in the way of brusqueness and strenuousness they more than make up, under the instruction of noble women teachers, in good conduct, affable manners, gentleness and culture. The women teachers in our primary and elementary schools have been the salvation of the efficiency of these schools, where it is far better to have a first class woman than a third rate man. Indeed, it is better, far better, to have women teachers for those grades than men, regardless of rate. It is fortunate for the schools of this country that our best women have been enlisted as teachers, and we rejoice rather than regret that there is a large preponderance of their sex. Our teaching force, made up of such a soldiery, will go on winning even greater victories for American civilization and American progress and the public school will continue to grow in efficiency and usefulness.

PRESIDENT: It is now my pleasure to introduce to the Association Mr. Foard, State editor of the Baltimore Sun, who will address you on "Industrial Training of the Children of the State."

MR. FOARD'S ADDRESS.

That the State must educate its citizens, or those at least who cannot afford to educate themselves, has become a fixed principle in our polity. It is not necessary to go into the reasons or the motives of the public policy for education by the State. We have with us the head of the State, who by virtue of his office is also the head of the Public School System, and I know all here will endorse me in saying that he has given an impetus to advancement on this line of his public duty fully abreast with his forward steps in other and equally important lines. It is no flattery to say in his presence that he is a sincere and earnest friend of public education. He could not be otherwise. He began life as a teacher; he has taught himself well, and is competent, therefore, to teach others.

We all remember his visit to Ocean City last year. Then he was a private citizen; now, by the call of his fellow citizens, he stands at the head of affairs governmental, as well as educational. It has been my duty, as well as my pleasure, to follow, as an observer, his course in connection with all the institutions of learning and training, supervision of which his high office imposes upon him, not so much as a duty legally defined but from choice, and I could not fail to note his profound sympathy with public and private education.

Our public schools are for all. They have to a large extent superseded private schools of the lesser grades. On them the State must rely, if its citizenship is to be fully prepared for the duties devolving upon the units in a republican form of government. The great industrial progress of the country imposes upon State educators the additional duty of preparing the rising generation, not only to know and understand the powers and the limitations of government and the proper duties of citizenship, but the State must equip them in great degree to cope with industrial problems and de-

velopments. Industry thus comes to the front in the schools before it goes into the workshops. A people trained to execute deftly with the hand, as well as to conceive with the mind, is the people to rule in all that pertains to material things. And I am bound to say that industrial training is conducive to the highest order of good citizenship. For in it there must be method, accuracy and intelligence. Where people are well and profitably occupied, there is order and prosperity. If labor is skilled and well trained, and competent, it requires nothing more than these qualities to insure constant and remunerative employment and industrial content. The greater the skill of the people, the greater their influence in the family of nations.

It is not necessary for me to go far for illustrations. The examples suggest themselves to every well informed mind. I only wish, following the lead of the Governor of this State, to emphasize as strongly as lies in my power, the imperative duty of the teachers and their governing bodies to give full play to the powers conferred by law for the development of industrial training schools in every town and county of Maryland.

The Geological Survey of the State has, in many voluminous reports, demonstrated the abundant mineral wealth of Maryland. No territory in the world of 12,210 square miles, including 2,350 square miles of water, possesses such great variety and abundance of resources as our State for the support in ease and comfort of a redundant population.

We have within us the power of a mighty State!

We need but exert ourselves to realize that power, and the comfort that will come with it. But we must train our children industrially, and teach them to look to their inheritance here for their means of individual success, and for the promotion of the common prosperity. When I think of the means which Providence has supplied in such abundance, both in the waters and on the land, to promote the wealth, comfort and prosperity of this people, I feel almost in despair that our great resources have not been more fully utilized. But I take comfort that we are moving onward. State government—that potent influence of the governors over the governed by the will of the people and for the people—is exerting itself. Instead of using politics merely to find place in which to do nothing, the placemen are being selected for what they can do for the common good. The public school, instead of expending its patriotism on the worship of the stars and stripes—the glorious emblem of our common country—is turning its attention to those industrial requirements that will cause the flag to float over a still greater country.

The trend of thought to which I have endeavored to give expression was inspired by observing the course of the head of the State School System, and for this reason I have not unadvisedly thought of him as a conspicuous leader in our educational development. He, I know, has informed himself. In one of his many addresses this summer he paid deserved tribute to one of the great educators of our time—"a man of high thoughts and plain life"—with whose whole career I am familiar, and who, though not a Marylander born, was one of our greatest citizens, and one who has left a lasting impress on educational methods in the whole of America—Benjamin Hallowell—the scientist, philosopher and Friend.



DR. S. SIMPSON
CHAIRMAN OF THE EXECUTIVE COMMITTEE.

Governor Warfield's knowledge of this great American teacher induced me to consult the Governor's source of information, open to all, and I think I can do no better service to the thoughtful members of your profession than to name it to you—"The Autobiography of Benjamin Hallowell"—with an earnest request that it be read and studied closely. I may say I have had more delight in re-reading this book than in any other reading that has occupied me in many years.

As a teacher Mr. Hallowell had no superior, if any equal, in his day. He was a pupil of John Gummere, of Benjamin Silliman, Jr., and of Dr. Charles T. Jackson, of "Ether" memory. He was the friend of Professor Henry, of the Smithsonian Institute, in Washington, and of Alexander Dallas Bache, of the U. S. Coast Survey. He was an astronomer and mathematician of first rank and the author and editor of many scientific text books, and a lofty character, meriting the description given of him by Governor Warfield—"a man of high thinking and plain living."

He was a teacher who found out that "Everything can be moved if we touch the right spring—adapt the means to the end," which is very different from the celebrated doctrine that "the end justifies the means."

He was born in Montgomery county, Pennsylvania, 1799, and died in Montgomery county, Maryland, in 1877—seventy-eight years old, of which nearly sixty years were spent in self instruction and in teaching others. He was in early youth apprenticed to a carpenter and liked the trade very much, but an accident—a fall from a barn—disabled him, and his friends, considering that he was then fit for nothing else, dedicated him to be a teacher. They sent him to school and he found his true vocation. But the handicraft of the carpenter stuck to him throughout life, and he took on with it a love of agriculture and the science that appertains to farming.

Notwithstanding his eminent success in Pennsylvania, in the District of Columbia, and in Maryland, as a teacher of mathematics and the sciences, he always had a strong inclination towards industries, with agriculture as the basis. While he taught as the head and owner of a large boarding school in Alexandria, Va., he had among his most dearly beloved pupils Robert E. Lee, who went to West Point from Benjamin Hallowell's school, and had no difficulty in entering as a military cadet. There were many other pupils of Mr. Hallowell, who prepared themselves, especially in mathematics, for the national school, though, as a member of the Society of Friends, Benjamin would never make an agreement to prepare them for life in the army. However, he taught them mathematics, and if they chose to put their scientific acquirements at the service of the Government in the capacity of soldiers, the responsibility must rest upon them. Science is of world wide usage; in the army, the Quaker teacher considered it was prostituted to the art of killing fellow creatures, and therefore repugnant to his sentiments as a Friend.

From personal contact and knowledge of both this great teacher and this great soldier of the Confederate Army, I cannot refrain from remarking how much the one had to do with moulding the character of the other. Character is the natural inclination of the individual largely decided by environment. There was something in the gracious manner of both the

teacher and the pupil, very near akin. There was a broad humanizing sentiment in both. The sense of duty in the Quaker astronomer and mathematician did not quicken a purpose with greater alacrity than it did for the Southern soldier. The deep religious sentiments of the one were as strong as in the other. Both were of the highest type of manhood, schooled in contemplative philosophy, and equal by instinct and training to any emergency. No pupil who ever arrived to the summit of human greatness attained by Robert E. Lee deserved so great a master in the formative period of life as Benjamin Hallowell proved to be to Robert E. Lee and to many others. They differed, of course, in the Civil War. Mr. Hallowell went on a mission to the Indians in the far West, and kept out of mind as far as practicable all the disturbing incidents of warfare. But, dearly as he loved Robert E. Lee, and with all the pride he naturally had in him as a favorite pupil, he confesses that he was much relieved when the tide of war at Gettysburg turned the Confederate Army back into Virginia.

My chief purpose in directing your attention to the life work of this great teacher is to impress upon your minds the importance in our time, particularly, of industrial training.

For over thirty years Mr. Hallowell, eminently successful in other lines, desired to be connected with an educational establishment "in which the muscles would be trained simultaneously with the intellect in the various mechanical industries and the agricultural and horticultural pursuits—bud-ding, grafting and training fruit trees, vines and shrubbery—the propagation of flowers, etc." In these pursuits he "hoped to employ the vast amount of waste energies which he had witnessed among boys especially, and were the occasion of nearly all the rudeness and disorder of which they were guilty." These energies he thought might be employed pleasantly and profitably under skilled direction.

When the Maryland Agricultural College was about to be established he was called upon to give his views, and he embodied in his reply the ideas above expressed. In the autumn of 1859 he was elected as the first president of the Maryland Agricultural College, Charles B. Calvert being the chairman of the Board of Trustees. He entered on duty in October, 1859. During his short incumbency he tried two experiments. The first was constructing an ice pond and ice house. He induced the students to construct the dam by informing them that the pond to be created would make a noble place for skating in the winter. This incentive caused them to work industriously and complete the improvement. They did the work, class by class, in regular relays with all the zeal that they would have shown in cricket or base ball. The work brought to the front leaders among the boys, just as play on the athletic field brings forward leaders in games. Benjamin Hallowell made play of work, and the wily old engineer was greatly amused, as well as gratified, with the success of his plan. He realized in this, as in many other experiments with students, that

"Everything can be moved if we touch the right spring."

With the same tact he induced the students to work in a large strawberry bed, dividing the plat into two equal parts, and allowing one-half of the crop to the workers as their reward. The result, as may be imagined,

was a great success.

His ideas in connection with the Agricultural College included the making of farming implements, a wheel-wright and black-smith shop. He believed in animating students to competition on industrial lines by touching the same pride of emulation which attends ordinary college games. Such a plan he rightly conceived would possess all the advantages in the formation of character, of independence and self-reliance, competition and invention, that the college games now have. Unfortunately, he was forced by the condition of his health to resign the college presidency after about a month of incumbency.

We have all noted, some of us with amazement, the rapid development of play in the course of education pursued in the preparatory schools, colleges and universities of the country. This development may be seen through all the gradations upward from the kindergarten. How vastly this energy could be made to benefit the industrial growth of the country if our educators would set about directing it into the channels prescribed by this good Quaker teacher, and make play of work!

In 1840, at a meeting of Friends of Education held in the Hall of the House of Representatives in Washington City, with Alexander Dallas Bache presiding, Mr. Hallowell offered a resolution:

"That it is of the highest importance, in a System of Education, that the muscles should be trained and educated to industrial pursuits simultaneously with the mind, in order that they can ultimately execute the highest performances the mind can conceive, and the artisan and the artist shall be united in the same person."

This was twenty years or more, perhaps, before our Public School System was launched in Maryland, where we now have a Polytechnical School in Baltimore and Manual Training Schools in many of the counties. But note how long the idea was in prevailing, and also how much we have yet to do in order to keep abreast of the needs of the times. Must we first make carpenters and convert them into teachers? No. We should draw largely from the technical schools of the many universities, where scientific mechanics are taught. For the vast majority of youths of both sexes in our public schools training in industrial arts is the best boon that could be bestowed upon them, and if Maryland desires to rise above the level in promoting her industrial interests—which are her best interests—the youth of the land must be skilled with eye and hand, and intellect. The times demand it.

The proposition which Mr. Hallowell made in the Convention of 1840 was objected to by the learned head of Carlisle College, Pa., who stated that "Manual Labor" had failed in the Pennsylvania school. But it was simply because "Manual Labor" schools were in fact hard labor schools. We have had one of them in Maryland for many years and I have never heard of any very great successes attending its methods. Mr. Hallowell simply asked his opponent to "explain the difference between work and play," which so surprised and embarrassed the objector that Mr. Hallowell hastened to relieve him by saying, "That is play, no matter how severe the exercise or labor, that is done of one's free choice and direction. That is

work, however light the employment, that is done under the control, direction and authority of another." Prof. Bache declared that the resolution possessed the length, breadth and depth of philosophy and thanked Mr. Hallowell for offering it, and it was passed without further opposition.

In an age when machinery so largely takes up the handcraft-trades; when the whole system of apprentices has disappeared; when there is no opportunity for a child of the people to be more than the waiter on a machine in industrial establishments, it becomes the imperative duty of the State to provide industrial training; to "combine the artisan and the artist in the same person," and to so educate its children that they may successfully compete with others in the race of life, and add to the prestige of a people who have been always foremost. Industrially, Maryland has a history of which we are as justly proud as we are of our political history. We of this day may lag a little in the race. But we have found out what legislation may do to promote opportunities for the business enterprises of a people, and if we are true to ourselves we will profit by the knowledge. I hope to see, in the very near future, scientists skilled in mechanic arts plentiful among the teachers of the youth of Maryland, and a workshop attached to every public school, where girls may be taught domestic economy and boys instructed in scientific agriculture and mechanical arts. "Industrial progress" should be the watchword and the inspiring idea. Beach the faddist and the supernumerary and bring to the front the practical and the progressive forces of the community; unite them in a common purpose; utilize the rich resources which nature has provided; teach the youth of the State how to make merchantable goods out of the stones, the clays, the metals of the State; to put their agriculture on the highest plane of productiveness and to be enterprising and progressive.

"Everything can be moved if we touch the right spring."

It is not to be understood for one moment that in this advocacy of industrial training I would think of ignoring agriculture. The cultivation of the soil is the first duty of mankind; it is the primal source of wealth; but if we have mines and a variety of minerals, and redundant sources, they should all be utilized. It is incumbent upon us, as the possessors of such an inheritance, to do with it all that is possible. For myself I think the life of the intelligent farmer is the ideal life. In the days of Benjamin Hallowell it had all the inducements which lured him in that direction, though the trend of his mind was towards science and philosophy. In his day the Southern planter was a gentleman and a scholar. He had the leisure to take on the graces which make life a joy. In our day we are narrowed down to harder lines. The manufacturer is on top, but there is no reason why he should retain undisputed sway if the agriculturist goes to science for a hand-maiden and helper, just as the manufacturer has done. Trade and commerce are equally open to both.

We should accept the situation; make use of our opportunities and success will attend the effort, for "Everything can be moved if we touch the right spring," and "adapt the means to the end."

Miss Christina S. Park then recited "Uncle Dan'l's Experience with the Steamboat," from the Gilded Age, by Mark Twain.

PRESIDENT: I am quite sure that I speak the sentiments of this Association when I say that we are greatly pleased to have with us this evening the teacher's friend, the Honorable Edwin Warfield, Governor of Maryland. (Applause.) Governor Warfield will now address you.

THE GOVERNOR'S ADDRESS.

Mr. President, Ladies and Gentlemen: As I stood on the balcony of this auditorium on my way in here, gazing at the stars and listening to the ceaseless roar of the ocean, I thought of those beautiful lines of Tennyson:

"Break, break, break, at the foot of thy crags, O sea,

And I would that my tongue could utter the thoughts that arise in me."

Now, my friends, I would that I could give fitting expression to the feelings that well up in my heart tonight.

I have not come to make an address to you. Since I have been Governor I have made but one address, and that was my inaugural. I have since that time talked informally to the people on various occasions, and to the pupils of our public schools and educational institutions, and I have derived much pleasure from those talks and from meeting with the people throughout the State who are interested in the cause of education.

We can congratulate ourselves at this time upon having the greatest journal in this State, The Baltimore Sun, earnestly interested in the cause of public education. Mr. N. E. Foard, one of the most gifted editors of that journal, has delivered a most instructive and well-timed address to you tonight. He has revived the memory of Benjamin Hallowell, who in his day was one of the great educators of this country.

The Sun, which is always timely in its utterances, on last Monday referred editorially to this Convention and especially to the recent legislation for the public schools. I will read several paragraphs from that editorial. It says:

"It is gratifying to note that in Maryland steady progress has been going on for some years until now, by the changes made by the General Assembly of 1904, we have approached much nearer an efficient system of State public schools than ever before."

And again:

"The public school teachers of Maryland, therefore, have a greater incentive to give their best efforts to the work before them than ever before. They should feel encouraged to go on with their work, relying on it that they could engage themselves in no occupation better calculated to redound to the good of the State than by sound teaching."

I agree with the conclusion of the Sun. I believe that the law passed by the Legislature at the last session has inaugurated a new era in public education in this State. And I further agree with the Sun that the teachers and the school officials of this State owe the very best service that they can give in return for what the State has done for them.

Our able Superintendent calls your attention to what can be accomplished in the future, if you will give to the State such service as will attract the favorable attention of the public.

The people of this State believe in education. And the taxpayers are willing to bear the burdens of increased taxes if they see that good results are accomplished. I realize that there is no greater duty devolving upon me as Governor than that of looking after the incoming and outgoing of the money that the people pay for public education. I am, *ex officio*, the head of the public school system of this State, and I want to impress upon you that I intend to be at the head, in fact as well as in name.

I intend to co-operate with you and the Commissioners and Superintendents for the purpose of bringing about such good results that the taxpayers of the State will be compelled to say, "Well done, good and faithful servants, the law increasing taxes for public education was a wise measure." We must co-operate in the work if we seek to bring about such results.

Last year there was spent for public education in this State over \$2,900,000. Under this new law there will be spent during the scholastic year of 1904 over \$3,500,000. That is a large sum of money to be taken from the people by direct taxation. It is largely paid out of the hard earnings of the farmer and the small property owner.

Therefore, we should be very careful in the expenditure of this fund, and we must give value received to the people. There is no State in the Union where there is more interest being manifested upon the part of teachers in their work than here in Maryland. I believe that they realize what is expected of them.

Mr. Stephens, who is the official executive head of our school system, has given you much good advice along the lines of work that will accomplish the results that we all so much wish.

The State Board has decided to make some change in the management of the public school affairs of the State. At its meeting today it was decided that we would establish the headquarters of the public school system at Annapolis, and that all of the data relating to the public schools would be centred there. We have decided upon an Assistant, who will be in charge of the office and aid Mr. Stephens in his work.

When a corporation increases salaries, it expects greater and better service. The people will likewise want to know at the end of the next year whether the services of the teachers of the State of Maryland were worth the increased pay they received. I believe they will be, but I must have some evidence to prove what we have accomplished. "Give us some example of what has been done," they will say.

Our new system will concentrate at the chief office in Annapolis all information needed to enable us to follow the graduates of the Normal School and the young men who graduate from our colleges receiving State aid, and learn what they are accomplishing for the State and the taxpayers in return for the cost of their education. We will need your co-operation; you are a part of this great educational machine.

We may have handsome school houses, perfect machinery, all of the appliances that are needed, but they do not amount to much unless we have the proper kind of school teachers sitting behind the desks. (Applause.) They are the soldiers behind the guns of education, and they are the ones we must look to for the work and for the results.

The personal influence of a teacher means much. You have seen here an example of it. Some of you in the back part of the hall may not have heard Mr. Foard, but you will read tomorrow in the Baltimore Sun with great interest what he said about the famous educator, Benjamin Hallowell. I feel some pride in the fact that I was instrumental in calling Mr. Foard's attention to and reviving his recollection of Benjamin Hallowell. He was a student under him, and it was Benjamin Hallowell's personality that had much to do with Mr. Foard's successful career in life.

This is the case with all of us. The teacher exerts a tremendous influence over his pupils. Many of them put their teacher upon a pedestal as their example, and are inclined to work out their lives along the lines of his life. It should make a teacher shudder when he thinks what his influence means in the lives of hundreds of children. You teachers must have high ideals, you must exalt and instil the true principles of life; then you will do a splendid work for our children, a work second in moral training only to the preacher, only to the mother.

Mr. Moseley, an Englishman of wealth, brought over here a few years ago (in 1903, I think it was) a commission of educators from England to look into our educational institutions, and to examine into our methods of conducting the public schools of this country. They returned with the conviction that our system of public schools was far superior to theirs and was unequalled by any system of education in the world. The only thing that they deprecated was the predominance of female teachers. They feared that the influence of women was not such as to create stability of character in the pupils. They feared that there was something wanting in the qualification of women teachers that is found in the men. I don't agree with them on that point. I see in this audience women teachers who have trained men who have worked out brilliant and honorable careers. And I believe that women, after a few years' experience, teach and train boys as well as men.

The idea of those educators was that the influence of women would make the boys effeminate. Take the careers of the men who have accomplished anything in this country and you will find that the training of the mother has developed the latent talents in them and brought out their worth and inspired their ambitions. All of our great patriots, soldiers and statesmen have given credit to their mothers for the molding of their characters.

A good teacher should be conceited, should have a good opinion of himself. (Laughter.) He should create the impression that he knows it all. I often think of the description of the village schoolmaster by Oliver Goldsmith—how the rustics stood around and listened with awe and the wonder grew that one small head could carry all he knew.

The teacher becomes in almost every community the leading spirit, so it is well to have the scholars and the parents feel that the head of the teacher contains a great deal more than their heads. The teacher should know the practical things of life to be successful in his work.

I began teaching before I could pass the required examination. If I hadn't had a very good friend in the commissioner of my district I don't think I would have gotten a public school to teach. He admired my father

and so took an interest in me and appointed me as teacher of a good school near my home. I found as scholars there boys who knew just as much as I did, but I made up my mind that I was going to keep ahead of them and never be caught unprepared. I had to study pretty hard; but with the aid of keys and my old tutor I succeeded in creating the impression that I knew a lot.

There are some teachers here who are in communities where it might be necessary for them to draw a will, or to know how real estate can be conveyed, and how a deed must be executed and where it must be recorded. A teacher should be able to tell all about the officers of a county, of the local government, how taxes are levied and collected, the amount of taxes paid for public school purposes, and so forth.

I want interest manifested by school commissioners in their work. If there is a commissioner in the State who is not interested in his work, who does not realize the duties devolving upon him, I shall be very glad to accept his resignation. I do not want any person to hold office under me who is not willing to give his time and work for the advancement of the public schools of his county. Public office is a high trust, and it is the duty of men when they accept such a trust to perform their work faithfully and conscientiously.

You are all officers of the State of Maryland; you are a part of the great administrative machinery of the State. You are the biggest and most important part of that machinery, the part that wields more influence than all the balance.

These conventions are doing a wonderful good. They bring you together, thus uniting you into an organized force for good in the State.

What more can I say? I am delighted to be here. I have three years and six months to serve as Governor of the State of Maryland. During that time I want you to know that you will have at Annapolis at the head of the government a man who is in perfect sympathy with the system of public education. And I want you to understand that when the Legislature meets two years hence, unless I can see good results from this increased taxation I will very frankly report the fact. It rests with the teachers whether you will enable me to say to the people that the increase in your pay was a wise measure. I shall keep in close touch with the school work of every county. It is going to be quite a task to follow you and watch your work, but we will devise a system by which we can do so.

When we get established in Annapolis we will have the machinery with which to get all the data and all the information we want about public education in the Union. We intend to put our public school system upon a plane equal, if not superior, to the public school system of any State in the Union.

You have been very patient and very courteous in your attention to me. When I get to talking on this subject I sometimes talk enthusiastically. My heart always goes out to a teacher, because I know something of the trials of a teacher. I would not exchange the six years that I taught in the public schools for six years in any university in the United States. It has been of more benefit to me than six years in a university. I don't

understand the dead languages, but I have gotten a great deal of good, hard, useful, personal knowledge from teaching the young idea how to shoot.

I hope that during my administration you will hold one of these meetings in Annapolis. There are many things there that will interest you. I would like to see a body like this sitting in the old Senate Chamber, hal-
lowed by so many historic associations.

One word about divorcing the public school system from the State Normal School. I realize what it means to a good many people who have been associated with the State work. I know why some of you will say, "We are sorry to see the State Board breaking away from the Normal School." Our answer is that the Principal and Vice-Principal of the Normal School have enough work to perform without having anything to do with the direction of the State school system. We appreciate fully the splendid work that the Principal and his assistants have done for the cause of public education. There are, no doubt, a number in this audience who look back with affection upon the State Normal School as their alma mater, and will always remember those who instructed them there. We want the Principal of that School to have more time to look after the work of the Normal School, and for that reason we will relieve him of his connection with the administrative work of the State Board.

I am done. Good-night. I am glad to have been with you. (Applause.)

Adjourned until half-past nine o'clock tomorrow morning.

MARYLAND STATE TEACHERS' ASSOCIATION.

FRIDAY—MORNING SESSION, JULY 15TH, 1904.

PRESIDENT: The Association will please be in order. The Secretary will read the minutes of the previous session.

Minutes of previous session read by the Secretary and approved.

DR. STEPHENS: Mr. President, before we take up the regular program I would like to claim the attention of the Association for a moment, with your permission. I have no desire to interrupt the regular proceedings but for a moment.

This Association of the Maryland School Teachers has honored me on several occasions by giving me tasks. Some have been pleasant ones, others have been rather difficult to perform. I think this morning they have assigned to me one which is most pleasant, one of the most pleasant that has ever been given to me, though it may be with some difficulty that I can perform it to the satisfaction of those who have entrusted me with this duty.

I have in mind at this time an honored member of the Maryland State Teachers' Association. I suspect that every one in this hall has in mind the same man that I am thinking about, unless possibly it is the individual himself. He has given a life-time, or rather the best of a long life, to the service of public education. He dedicated himself to this task more than 50 years ago; he taught school years before there was any such thing as a school system, and was present when the Van Bocklen system was born; he was present when the system of 1867 was inaugurated, and perhaps no living teacher today had the same opportunity for helping to put the public school system on its feet so successfully as did he.

He has held, I think, every office within the gift of this Association and no teacher nor no man can say that he ever shrank from any duty that was assigned to him. On the other hand, he has performed those duties with an ability that excites our admiration. I think as I stand here that that is a most pleasant thought; and his life indeed is an inspiration, that when we shall reach the three score and ten, that we should have lived up to the requirements that are imposed on us as teachers, so as to merit not only the esteem but the universal approval of all those who are identified with public education. And I am glad, too, that we have here in Maryland a corps of teachers that has no desire to forget such services. God never gave to any commonwealth a more earnest, a more sincere body of men and women than He has given to Maryland as its public school teachers. And I am glad, too, that the selfish and covetous spirit of which we hear so much in this day of commercialism, this day when that influence seems to permeate every niche and corner, that it has not robbed Maryland of its hospitality and of its thoughtful consideration for others.

I am glad this morning to voice your sentiment in this particular and to approach the duty which you have assigned me. The gentleman in question, has not only, as I said before, filled every office of this Association,

tion, but he is our able Secretary today. He gave fifty years of his life to the duties of the school-room, and there are thousands of men and women today who have had much to do with shaping the progress of Maryland, who have had much to do with its material and social and civic advancement, that have sat at his feet, have drunk from his fountain of knowledge, and who were inspired for the duties of life by the noble example as set by him.

These teachers and friends wish to remember him in some tangible way. They want to show their appreciation of his useful life and of his long services to this great cause whose interests have convened us here this week; and, recognizing the fact that time is flying and that many of his years have gone by, and that he has come to the point when he is no longer strong for the duties of the school-room and has retired to private life, there is a disposition among all of us here (and the members are enthusiastic over it) that there should be left with him some little token of their appreciation.

That is my mission before you this morning, to act as your spokesman in this matter and to convey this tangible evidence of your appreciation, to express to our honored Secretary, Mr. Harley, our best wishes for his continued happiness. Although he has fought a good fight and kept the faith, we are glad the course is not yet run, and indulge the hope he may live many years to continue his services as our Secretary and to bless us with his noble life. Professor Harley, here is a gift, a token of appreciation from the teachers of Maryland [\$125]. It carries with it their very best wishes for you. (Applause.)

PROF. A. G. HARLEY: God bless you. Dr. Stephens, this is the proudest hour of my life. Born in the Old Dominion, mother of presidents, some time of my professional life and work was in her domain until circumstances brought me into Maryland, now my Maryland. The balance of my life I will spend in Maryland.

I thank God this morning that you conscientiously feel that it has been spent to the best of my ability in promoting the interest of education within the limits of your State. That its labors are not altogether in vain I have had reason to realize. As the years pass along, time rolling by, my work has grown each year more and more pleasurable. In my intercourse with school officers, commissioners, presidents and the school boards, examiners, superintendents, State and county, my relations have always been of the most intimate and pleasant kind. When I look back over my life the water will well up when I see my honored president, the superintendent under whom I served the last 13 years of my life.

Little anticipating this, it is one of the profoundest surprises of my life. When Dr. Stephens got up I had no idea of whom he was speaking and I said so to Mr. Johnston; I did not have any idea of it until you said "the Secretary." Last night a gentleman came to bid me good-bye, the superintendent of that grand old garden spot of God's best territory for the human race, the superintendent of Queen Anne's county. We almost wept together. For 21 years I worked with him in her domain.

I will not go back to enumerate many things. In the early part of my life I had bad health. I changed three times in the course of my early days, the balance of my life has been devoted, at least 34 years, to the two counties, Queen Anne's and Montgomery. When I could no longer keep my feet, not that my physical health was at all impaired as you can see, but when I could no longer keep my feet, I asked for my retiring papers. They were endorsed by every superintendent in whose county I had ever taught as, I think some of you said, no man's papers had ever been endorsed before.

With such a record as this I can but stand before you with a heart overwhelmed with gratitude, but when you, my fellow-teachers, the men and women who have so nobly fought the battle of common education on Maryland soil and have fought it for all these years, hand in hand with me, when you come forward as a solid body to bear your testimony in my favor, my heart melts. Words fail me and all that I can say is, God bless you.

I left out one class of men a while ago against whom some people say hard things. I spoke of my intimate friends, the school officers, and I ought to have added "and with all the book men who travel over the State of Maryland." One of their noblest examples I see right here before me; they have all been good to me. Some of my friends at these meetings, the ladies, come to me and say: "Aren't you tired; aren't you worn out." Why, God bless you, I never knew what it was to get tired in the cause of education, and I never knew what it was to get tired in the work of the Association, and I hope I never will.

When you come together and give this testimonial in my favor this morning I say my heart melts; it will melt at my home when the telegraph bears a message home tonight; it will melt hearts there, too. I thank you; I again thank you for your kindness. Not altogether for the value of this memento, although that is a God-send, for the work is a little harder each year, and I am spending my remaining days on \$200 a year and what you give me for my position here; it is the hardest work I ever did.

But never mind that. From our hearts, as big as all the neighborhood, we thank you. I thank you for this hour. I wish I could talk this morning as I used to on other occasions. I shall never forget this hour. God bless you, I repeat, God bless you. (Applause.)

PRESIDENT: After this very pleasant digression we will take up the regular program. Next is the report of the Committee on Mathematics, by Prof. W. R. McDaniel, of Western Maryland College. It will be read by title and referred to the Secretary for publication.

REPORT OF COMMITTEE ON MATHEMATICS.

Mr. President, Ladies and Gentlemen of the Maryland State Teachers' Association: Although what I have to say will be presented under the semblance of a report of the standing committee on Mathematics, it is due to you, as well as to the members of the committee, that I should clear them of all responsibility for the contents of the so-called report, as the circumstances have precluded any conference of the committee, and they are, consequently, totally unaware of what it is to contain. I regret that this is

so. It is far from my idea of what a report should be, even if, as I understand is the case, there are numerous precedents for the chairman of the committee preparing and submitting the report without consultation with those named on the committee with him. However, it is the best that can be done, and I ask the indulgence of this Association, as well as the committee, in submitting some suggestions that may possibly prove helpful in the teaching in the public schools of that important branch of learning—mathematics.

The secret of successful teaching of any subject is making it interesting; for then the best effort of the pupil is brought to bear upon his work, the most lasting impression is made upon his mind, his faculties have their best exercise and consequently their greatest development. When we have found out how to make a subject interesting, we have found the "royal road," even to mathematics, Menæchmus and Euclid to the contrary notwithstanding. But how, some may ask, can we make interesting a subject that is traditionally dry, dull and abstract, that deals with signs and symbols, that is wrapped up in rules and formulæ, that appeals only to minds of a peculiar trend? Ought they not rather to ask, how dare they fail to make interesting a subject so intimately involved in every form of bread-winning, so essential to the progress of every science, so interwoven in every way with everything about us? Can we not vitalize the dry-bones with the current of everyday life; can we not energize the signs and symbols with the enthusiasm of the sciences; can we not invest dead formulæ with a living interest?

If we look about us to discover in what direction is manifested the greatest amount of interest in school-work, we would have no trouble, I think, in finding it in those subjects where "learning" is "by doing." We need but remind ourselves of the general interest everywhere displayed in physics, chemistry, manual training and domestic science. The laboratory has become the highway of the nature sciences, and the fact is becoming very generally appreciated that its methods will open the most pleasant and profitable paths to learning on whatever side the hill is to be ascended. Laboratories, observatories, scientific collections, art museums, libraries are fast multiplying, and there is hardly any subject that is left to the textbook alone—hardly any subject that is not taught through some sort of experimental work.

The application of the methods of the laboratory to the branches of mathematics taught in the public schools is not new, and yet, as it is not so general as its importance warrants, it suggests itself as a proper theme for this paper. Let us see, then, what the laboratory stands for in teaching. Its three chief characteristics may be briefly put as follows: First and most obvious, apparatus, models, physical manipulation, measurements, observations; second, inductive processes of reasoning as opposed to deductive; third, individual work and consideration differentiating the strong from the weak pupil.

We may be inclined to wonder at first what apparatus, models and physical manipulation have to do with mathematics, so used have we become to associating them with physics and chemistry and the like. But

the definition of mathematics itself suggests the need of them. The dictionary (Webster's) tells us that mathematics is "that science or class of sciences which treats of the exact relations existing between quantities or magnitudes and the methods by which, in accordance with these relations, quantities sought are deducible from other quantities known or supposed." Now what can possibly give clearer notions of the "exact relations existing between quantities or magnitudes" than the use of models, measurements and careful observations? A pair of scales, a set of weights and measures, a yard-stick, a metre-rod, a pair of dividers, a ruler, models of cubes, pyramids, cylinders and the like—these are some of the simplest forms of the apparatus needed for a mathematical laboratory that would revolutionize the usual teaching of mathematics and would bring about a surprising amount of usable knowledge. Business colleges have not been slow to adopt this pedagogic principle, and the forms, principles and laws of commercial paper are taught by them not from the textbook but by the actual handling of the commercial paper itself. An editor of a mathematical journal recently expressed his opinion rather strongly in saying "that the most of the high school pupil's time is squandered—not invested—in formal and abstract work in purely symbolic number and equations, which, by no stretch of imagination or of academic idolatry, can be admitted to have any present or future educational value whatever to him—practical, theoretical, cultural, disciplinary or of any other conceivable sort," and proceeds "to point to the one central, crucial and all-enfolding condition to the successful prosecution of mathematics by the high school boy or girl. Like all the really valuable truths that have ever been formulated by the race for its guidance," he adds, "this all-embracing truth is capable of being stated in simple and familiar phraseology. It is simply 'Make the study of mathematics seem worth while to the learner.'" As to what is "worth while," there can be no question in this very practical age. Life is too short we say to spend hours in committing rules and deriving formulæ that will enable a pupil to solve problems that have no connection whatever with his material world, and, what is more serious, such exercises do little or nothing to bring about the most desirable end—strong mental grasp and power. Bookmakers appreciate this argument and many things that use to burden the pages of arithmetics, algebras and geometries are being dropped and material more vital to everyday life, as well as to the higher development of the pupil, is introduced. Practical utility is added to scientific accuracy. I admire that arithmetic whose author claims, in addition to philosophical arrangement of subjects, exact and comprehensive rules, and brief and accurate methods of operation, a wide range of examples of the most practical character, "presenting a fair reflex of actual everyday occurrences in the store, the workshop and on the farm;" that aims to give the pupil such training as will enable the pupil to solve not only the examples of an examination paper but those that constantly present themselves in other branches of study and in the ordinary business of life. I admire the geometry whose author went through the applied sciences and noted every geometrical principle referred to, either directly or indirectly, and made them the feature of his book. That pupil who has been through an arithmetic and cannot mea-

sure a room in feet and decimals and get its area has not been well taught. That pupil who has been through geometry and has not found by actual trial that the sum of the angles of a triangle is two rightangles has not been well taught.

Of course, it must be remembered that, although using the general term mathematics, I am referring chiefly to the branches of the subject taught in the public schools. The claim that mathematics is an art and, therefore, an end in itself is a just claim from a certain point of view; neither is the theory that mathematics affords the best training for the reasoning powers in its traditional form untenable considered from a certain point of view. But when we remember that the true end of any study is the development of power on the part of the pupil, when we remember the close relation that mathematics bears to so many other studies and to so many affairs of real life, when we consider its processes as so many tools for use, then surely we may gauge the success with which it is taught by the degree to which it is applied to the concrete.

Algebra lends itself to this sort of treatment less easily than either arithmetic or geometry, and yet since the introduction of the graph a great part of algebra can be made concrete. Graphical methods are now used so extensively that they should be introduced early in the study of elementary mathematics. Every reader of the daily papers, the magazines and modern books on all kinds of topics finds that information is more clearly presented by a curve than by a table of values. And this plotting process gives an interpretation to algebraic equations that is not unlike the teaching of the geography of a country by a map instead of by a table of the latitudes and longitudes of its chief places. Let a pupil have the use of squared paper in plotting the fluctuations in the price of wheat, the increase in population, the receipts or shipments of agricultural products and the like, and the training in this will enable him to see a new significance in algebraic equations and to solve them with a lively interest.

When we go behind the mere externals of the laboratory and come to consider the reasoning processes employed there, we find them of the inductive type. We study the materials and the phenomena of a science, and by our experiments and observations we discover the governing laws, generalizing from individual cases. And it is this plan of procedure we find productive of the best results in teaching arithmetic, algebra and even geometry—that masterpiece of deductive reasoning—is best approached by steps from the particular to the general. One of the greatest living American mathematicians, Simon Newcomb, in his preface to his *Algebra*, says: "Whenever possible an abstract idea must be embodied in some visible representation and all general theorems must be presented in a variety of special forms in which they may be seen inductively." Huxley in criticising mathematical training in England said: "It is almost purely deductive. The mathematician starts with a few simple propositions the proofs of which are so obvious that they are called self-evident and the rest of the work consists of subtle deductions from them." This makes it a fit subject for the study of a philosopher but not for the average public school pupil.

The individual feature of laboratory work is as important in its way

as the physical feature of which we have spoken. It is most interestingly set forth in an educational bulletin published by the American Book Co. several years ago. The author, a teacher in the high school of Evansville, Indiana, writes out of the fulness of experience. After pointing out that the general method of the public schools proceeds as though based upon the assumption that all pupils have the same aptitude for this subject as for any other; that a certain amount must be done in a certain time, so much algebra, so much geometry in so many months; and that there is a continuous and unvarying rate of growth of mathematical ability, the same in all pupils, she sums up the evil results in the following paragraph: "The work being grounded upon premises so untrue, it is not strange that we have many failures, that many students, groping weakly among mathematical principles, which they cannot apply, call that ready but tricky servant, memory, to their aid, and memorize, with partial comprehension or none at all, rules, processes, and demonstrations enough to satisfy the requirements of the examinations, and those once safely over, let the whole matter slip from their minds as a profitless torment, placed in their school course by the inscrutable will of their educational superiors. Besides failing to gain mathematical knowledge, the student forms in this way the harmful habit of substituting the memory of forms of the comprehension of ideas, which is destructive to clear thinking. It would be far better for such a student to stop the study of mathematics with just enough arithmetic to enable him to verify his grocer's bill, than to misspend the time devoted to it in forming habits of inaccuracy and mental dishonesty, with the result of merely adding one more to his stock of mistaken notions of mathematics by making a low estimate of that noble science."

From these false premises we turn to the true, that no subject depends so largely upon individual aptitude or requires so constant an adaptation of instruction to mental needs; that the constant aim must be clear knowledge and power to comprehend the subject as far as studied; that work must be so adjusted that all pupils must be employed up to the limit of their capacity and none beyond this limit, and by these indisputable facts we are driven to the use of the individual or personal feature of the work of the laboratory.

It would exceed the limits of this paper to go into the details of carrying out these laboratory features in the teaching of mathematics. But there has been and there is being considerable amount written on this subject which is readily accessible to those interested. The educational bulletin above referred to outlines fully how the individual work may be carried out, and mathematical journals are never lacking in the development of the experimental or practical side. It is not always a safe rule to go along the line of least resistance, but we may be sure it is best to take advantage of native ability, and if our pupils are started wisely in elementary mathematics they will come to the higher branches where more depends upon abstract reasoning "not with dread but with confidence; not with dislike, but enthusiasm."

The report of the Committee on Aesthetics, by Mr. W. S. Crouse, Superintendent of Schools, Caroline county:

REPORT OF THE COMMITTEE ON ÆSTHETICS.

Your committee begs leave to submit the following report: During the year just closing no special efforts have been made to promote the interest it has in charge. The policy of the committee has been rather to observe the results of previous plans and suggestions, and note the conditions existing after four years of agitation of the subject of Aesthetics in the schools of the State.

While the results are by no means satisfactory, and the conditions at present existing are not such as we were led to expect from the interest shown by many who have it in their power to advance this cause, yet we are far from thinking our labor has been in vain. There is the spirit of improvement abroad in the schools, there is a disposition to provide beautiful things and surroundings for the children in the schools, and many have been led to recognize the possibility of awakening and gratifying the æsthetic interest by much of the routine of the school-room. Perhaps the most urgent duty of your committee, the duty the successful performance of which would do most to promote the purpose for which it exists, is that of impressing upon the teachers in our schools the truth that the incidental results of school keeping are, after all, the valuable results, and that the lesson in reading or writing or drawing, even the geography, the history, the arithmetic lesson, may be turned to account to arouse the æsthetic interest of the pupils. It may be a difficult thing to impress this fact upon the teachers, and still more difficult to bring them to its realization, but we can but think it is possible to make every school-room in the State, and every lesson and exercise in every room, if not a positive means of æsthetic culture, at least not a detriment to good taste and a breeder of familiarity with slovenliness and ugliness. Every teacher should know, and, knowing, act upon the knowledge, that cleanliness, order, accuracy, and neatness are absolutely essential conditions in every ideal school-room. Without these the real æsthetic interest cannot be aroused, and with these as a setting it is comparatively easy to cultivate and gratify good taste by much of the routine of the school. We would not, however, have teachers satisfied with cleanliness, order, and accuracy. These are essential but not plenary requirements. Let beauty count in school work side by side with accuracy. Have regard for adaptation, arrangement, symmetry, plan, and enrichment as well as for cleanliness and neatness. Be not satisfied until every school paper has what John La Farge calls a "fullness of intention." The child's "fullness" is not, of course, the artist's "fullness," nor every artist's "fullness" the "fullness" of Burne-Jones as painted in his *Circe*. To quote from Henry Turner Bailey: "As the artist concentrates himself upon his canvas, and puts into it all the appropriate knowledge he has, so the pupil should express himself. Each sheet should be an index of the sum total of his powers at the time. The clear penmanship of the writing lesson, the fine drawing of the drawing lesson, the good spacing and arrangement of the lesson in decorative design, the correct English of the language lesson, the right

orthography of the spelling lesson, the free original expressions of the conversation lesson, the geographical data from the lesson in geography, and the historical facts gleaned from the study of history—all should appear in his paper on 'Egypt.' ” The teacher who has solved the problem of having his pupils give their best every time, of putting into every exercise the best of every previous exercise, and of providing for the pupils for their daily use the true and the beautiful in order that they may have to give, is the teacher, whatever the unthinking may say, sure of success.

Two facts especially have impressed themselves upon us. The first is that teachers do not know. They have the disposition to beautify their school-room, and to train their pupils to an appreciation of beauty in nature and art, in morals and conduct, but what they do to this end, if anything, is altogether inadequate. They seem to think that pictures have a place on the walls of the building in which children spend so much of their time, and they think when they have placed pictures there they have done all that is to be done to promote æsthetics in their schools. The character of the picture, its merit, its adaptability, are not considered. As a case in point, the following pictures are to be found upon the walls of a school-room in this State. The teacher is a graduate of our Normal School, earnest, intelligent, and in many respects a successful teacher. These are three of the pictures “decorating” the walls of her room: Dan Patch, a trotting horse, in full action, bicycle sulky and all; second, “Muggsey Plays a Trick on a Goat,” a series of pictures in colors, once forming part of a Sunday city paper; third, a large advertising card of a stock-food. This school may be unique in having so many pictures of the kind indicated by the list given, but all over the State such pictures may be found in the schools. At one time, perhaps, these schools had no pictures, and the present decorations are the direct outcome of the agitation regarding the beautifying of school-rooms. We think it a charity to say the teachers of these schools mean well, but they do not know. To them a picture is a picture. Its appropriateness, its artistic merit, its adaptability to the purpose for which a picture should be in a school-room, are not considered. These teachers need instruction.

The second fact is that school boards do not always appreciate the importance of this matter; or, if they do appreciate it, a mistaken sense of duty in using the people's money deters them from spending comparatively small amounts in bettering conditions. The teachers have not the encouragement they should have in beautifying the environment of the children. This committee is ready to offer suggestions as to the color and finish of walls, color of window shades, character and arrangement of decoration, etc., to any board that desires its assistance. We do not mean to intimate that school commissioners and superintendents cannot themselves build and furnish and decorate school-rooms as they should be built, finished, and decorated, but if any feel that suggestions are desired, this committee is at the service of the school authorities of the State.

Under the influence of beautiful school-rooms and artistic teachers, supported by broad-minded school boards and sympathetic superintendents, beautiful school work may be done, and the children of the schools of to-

day will tomorrow be the men and women whose "daily and common work will be ennobled" by what William Morris calls the "Democracy of Art," "which will one day put hope and pleasure in the place of fear and pain, as the forces which nerve men to labor and keep the world a-going."

PRESIDENT: It was suggested that we have some discussions on these papers. Prof. Crouse's report is now open for discussion.

PROF. CHAPLAIN: I have followed the report of the committee with a great deal of interest and pleasure. I desire to discuss the report of the committee along two lines. The first inside of the school-room, and outside the school-room. The committee has fully discussed the many things that may be added to the inside of the room, but have failed to give some directions with reference to beautifying school-grounds. Our school-grounds are terribly neglected. I wish to read some suggestions with reference to the outside of school-grounds.

PROF. CHAPLAIN'S SUGGESTIONS.

We have followed the Report of the Committee with very great interest. The practical question to us as teachers seems to be, How can we introduce the element of beauty into our schoolrooms *now* and *today*? We seem to be always going to do something toward it, but we do not really accomplish much; we have so much else to do; the conditions are bad; outside interests are pressing; and yet we want our schoolrooms improved, and we mean to do so *some* day. We believe that children should be surrounded by the beauties of form and color. We believe heartily in art influences in the schoolroom; we have listened to the interesting reports of the Committee on Aesthetics on the subject, to all of which we intellectually subscribed, and yet many, so many, of our schoolrooms remain uninviting.

There are rooms whose sole adornment is a little nickle-plated clock, and I am not sure that such an unpretentious place is not pleasanter to the artistic eye and sense than the one burdened with attempts at so-called decoration. You have seen the room with a few unkempt and uncared-for flowers on the window sills, some two or three chromos, and some unframed prints for ornamentation.

It seems a trite and needless thing to say that the first requisite in a schoolroom which is to be pleasant to the eye, is cleanliness. It is a fact, however, that many, so many, of our schoolrooms are not clean. If we cannot be clean, let us be as clean as we can. As "eternal vigilance is the price of liberty," so eternal painstaking on the part of the teacher is the price of bright, pleasant, clean surroundings.

Granted, then, that a room can be clean, the thing of next importance is the light. Shades at every angle and glaring light make one kind of schoolroom; shades carefully adjusted to regulate the light make another kind of schoolroom.

If we have flowers in the windows at all, let us have good ones. They will not grow without care, and they seem to know when they are neglected. The pupils can and will bring good soil, water is plentiful, and the time necessary for washing foliage, loosening the soil and removing dead leaves is not long; and these things, too, can be done by the pupils.

Imagining cleanliness, pleasant light, and flourishing window boxes, what about those bare, blank walls? Both teacher and pupils pass so many hours inside these walls, that it is worth while to make the place something like home.

Good housekeeping, one should think, is attainable by all, but with some people it seems to be inborn and with others impossible. I have noticed, and others bear me out in the observation, that school children, chameleon-like, in appearance partake of the nature of their surroundings. Any set of pupils in an untidy, dirty, and disorderly room look correspondingly untidy, dirty, and disorderly. Contrariwise, children in a clean, well-kept, and orderly room have an air of cleanliness, of care, and order about them. A brush and comb, convenient for use, and wisely used, will add much to the school-scape, and often make a good child out of one who is inclined to begin the day rebelliously. All this is saying nothing of the reactionary effect, mental and moral, of a pupil's surroundings.

As to the pictures, individual means, and perhaps school means, individual taste, and individual consecration to the work of teaching will determine their quantity and quality. If pictures are put upon the walls, in the name of the Committee on Aesthetics, let them be good ones. There are many bright, pretty, attractive, and transient pictures easily procurable, but there are also copies of the permanent pictures to be had at small cost. The school year is so short a span in a child's life that we have no time to give him anything but the best. Let us illustrate practically this point by relating the experience of a teacher who procured means by giving a school entertainment and expended a portion of it on the best pictures she could secure. By long and careful searching and correspondence, she found copies of several of the Madonnas, Millet's Angelus, Brenton's End of the Harvest, Joshua Reynolds's Angels' Heads, Landseer's Deer, Landseer's Horses, The Good Shepherd, The First Christmas Night, and Bastien-Lepage's Potato-Gatherers. These were framed, the largest frame costing only seventy-five cents and the pictures ranging in price from twenty to fifty cents.

OUTSIDE OF THE SCHOOLROOM.

Would it not be well for the Committee on Aesthetics to give us some simple directions for the observance of Arbor Day, so far as beautifying the schoolgrounds is concerned.

Let us imagine the approach of this interesting and important day, and the going forward of preparation for it. Do not let your planting be done in the haphazard fashion as that of many of our schoolgrounds, where neither teacher nor pupils have displayed anything but a want of knowledge of the laws governing such matters.

The surest way of getting definite and proper results is to draw a plan of your schoolgrounds on a sheet of paper, with the aid of your pupils. Then by little dots show just where you think a tree, shrub or vine would look its best and make the grounds most attractive. On the lower margin of your paper write a list of those plants which you think you can furnish toward carrying out this plan. Then the list of plants needed should be



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VICE PRINCIPAL MD. STATE NORMAL SCHOOL.

carefully gone over and assigned to different pupils to bring in. This assignment, of course, should be made from the list which the pupils have offered, and in this way the material can be secured with almost no expense to any one.

WHERE TO PLANT.

After the plan of the school yard has been drawn upon the blackboard, the next step is to decide just how far the plans already made on paper can be carried out in order that all the best views, both in the yard and at a distance, may be kept in sight and all the ugly things hidden by a mass of foliage.

Your schoolhouse itself is or should be the best feature in the yard, so do not plant anything directly in front of it or scattered about the lawn, for in the school yard, of all places, one law of landscape gardening should be kept. This is the law: Keep the center of the lawn free from planting, even of flowers, and place trees and shrubs along the border of the grounds.

In a school yard there is still another reason for not doing too much planting of a scattered sort, and it is a reason you will readily appreciate. Pupils do not like to play ball among a network of tree trunks.

Place some small shrubs along the foundation of the schoolhouse, if the soil is of a fair quality, and the water from the eaves will not drown out the plants.

At the rear of the schoolhouse and at the side from which severest winds come, place along the fence the largest growing trees. Remember not to crowd. In a small school yard, you will not find it possible to group the trees; better plant them in a row along the rear and side fence and along the street at the front. The beautiful effect obtained by irregular grouping, you must make with the larger shrubs, and not too many of them, for you will constantly bear in mind that the playground is none too large at best. The lilacs, snowballs, etc., may be planted about five feet apart in the group, putting the higher growing ones, such as the lilacs, at the rear and lower ones in front. The shrubs, without which our lawns would seem very barren, fill up empty places along the foundation wall, the fence, and before unsightly outbuildings.

If there is a dead tree on the school premises, do not grumble at it or have it taken away before Arbor Day, unless it is far enough gone to decay to be in danger of falling. If sound enough to stand high winds, plant at its base a wild honeysuckle, bittersweet or trumpet-creeper, or even the five-leaved ivy.

HOW TO PLANT.

In transplanting a tree or shrub as much of the root system as possible should be left with the plant. It is just as important to spare the fibrous roots as the larger ones. These gather plant food for the trees, while the chief purpose of the other roots is to hold the plant firmly in place. It has been proven by examination of many young trees that there is a sort of balance between root and branch growth; that is that the size of the root system is about equal to that of the tree top. Now, it would be impossible in most cases to take up as large a growth of roots as the top, so the right

thing to do is to prune the young tree carefully until it is of a size easily manageable and then dig far enough away from the base of the trunk to insure saving an equal amount or root growth. In this way the roots will not be overworked in an attempt to nourish too large an upper growth. The same is true of shrubs and vines. Be careful while taking up the plants that the roots are not allowed to dry out or be much exposed to sun and wind.

Dig a hole deep enough to allow the plant to stand as deep as it formerly grew and broad enough so that the roots may be spread out naturally just as they were when taken up. If any roots have been badly broken during the process of digging they should be cut back to a smooth surface with a sharp knife. Once in its place, each root should be carefully surrounded by earth so that no hollow spaces are left. Scatter the fine soil over the roots and press it down little by little until you are perfectly sure that every root has its own covering of earth and is firmly in place. After the roots are covered, tramp the soil down firmly with the feet and continue this until the hole is filled up. In nature you will notice that even very young trees are held with such firmness by the soil that it is impossible to pull them up. Do not allow weeds to spring up about the newly set trees. These trees should have no rivals to deprive them of any portion of their food and water supply. It is well, too, to rake the soil frequently in order to keep in the moisture with a dust mulch.

MR. BIDDLE: I would like to make a statement, Mr. President. Prof. Chaplain has gone very extensively into landscape gardening. I would like to speak of one of my schools. The lady who presides over that school is here this morning. For the last six or eight years it has been my pleasure to visit that school at least twice every year, and I have never entered her room that the windows were not one mass of flowers, and often when I have entered that room I have caught myself, instead of paying attention to the school work, looking at those bouquets and saying, "My, that is wonderful, how those flowers add to the beauty of the school room!" I rather hesitated about making this statement, because it is rather an unpleasant thing to be suddenly called upon, especially to a lady teacher, but if Miss Maggie Johnson, of Cecil county, will tell the ladies the names of the flowers she has in her room, and how she keeps them growing so well, I am sure it will be appreciated.

MISS JOHNSON: I live near the school house, and am thus enabled to watch the flowers and take care of them. I do not think anyone would have difficulty in raising them if they live near the school house, as I do; but, of course, it would be impossible for teachers who live at some distance. They are just the ordinary plants, geraniums, and so forth, just common plants, and they bloom very nicely in large blooms. If anyone wishes to know anything about it I would rather talk to you privately.

MR. DASHIELL: I would like to ask a question of Prof. Chaplain or Prof. Crouse as to whether Arbor Day is correctly located in the year, in their opinion; whether it ought to be in April, as it is now, or whether

Arbor Day for tree planting would not be more suitably observed in the fall some time.

PROF. CHAPLAIN: I should say in answer to that that Arbor Day, in my opinion, is properly selected. I would say that the best time for tree planting, vines and shrubs, is in April. April is the proper time.

MR. DASHIELL: Do you think the results from tree planting so shortly before prolonged hot weather can be regarded as successful as it might be later in the year? I think the hot weather coming so shortly and before the tree has had time to become used to the soil is deleterious to it.

MR. BIDDLE: May I answer Prof. Dashiell? I am just a little bit of a farmer as well as a school teacher. I would like to say that most trees have ten times better chances of living in the spring than in the fall, certain varieties of them.

MR. DASHIELL: Which of them?

MR. BIDDLE: Evergreens, for instance. Evergreens will rarely die if planted in the spring, and they may if planted in the fall.

PROF. MCMASTER: I have had considerable experience in planting trees, and the spring of the year or late winter is undoubtedly the proper time to plant trees, but April is a little too late to plant trees, in my judgment. I have sandy soil, but I also have clay land, also red clay land. Now, there is in all shrubbery and in every tree what we term sap that in the fall of the year goes out of the branches to a great extent. If the tree planting is postponed until the sap rises into the branches it is a difficult matter to get them to live. A tree planted in February or March is more apt to live than one planted in April. I know that most of our teachers in Worcester county observe Arbor Day. They invariably plant two or three trees and give them some great big names, and the big names seem to always kill them. So I ask you to try this: Plant one tree next year before the sap rises, and see if you do not have success with it.

MR. GALBREATH: Wouldn't it be wise to have two Arbor Days for different parts of the State, one for Northern and one for Southern Maryland? That is the way they do in Pennsylvania. Of course it is a larger State, and farther from North to South. But the time for planting in Harford or along Mason and Dixon's line will not do in this State for St. Mary's, Charles and Somerset. But as far as planting trees at any certain time is concerned, I think it is a mistake and should be controlled by climatic conditions. You don't want to plant in the mud or when the ground is frozen.

Dr. Cain, President of Washington College, read the report of the Committee on Modern Languages.

REPORT OF THE COMMITTEE ON MODERN LANGUAGES.

In making this report, it is due to the Association and to the committee to say that the gentleman who was to render the report has been prevented by illness from doing so. There has been no opportunity since his illness was reported to the committee of getting the committee together

for a consideration of the subject. This report, therefore, must be regarded as little more than an expression of individual opinion.

I assume that by modern languages is meant French and German. This use of the term should be qualified, and I shall make what appears to me a necessary qualification later on in this report.

For systematic treatment I shall deal with the subject under two heads:

1. To what extent they should be taught.
2. How they should be taught and by whom.

It is impossible in a high school curriculum to do much by way of elective courses. In a course of four years all should study Latin for two years as a source of mental discipline and as a basis for other linguistic studies. The last two years should make a distinction between those preparing for college and those preparing for mercantile life. The latter should be allowed to select one modern language. The large number of citizens of German birth and German parentage, together with the advance of the Germans along commercial lines, inclines me to advise German rather than French. From the standpoint of business it will be found much more advantageous: if the student desires to pursue the study for the sake of its literature, he will find riches untold to reward him for his study.

Having had several years of training in the study of English and two years in the study of Latin, the student should make rapid progress in the study of the modern language, if he devotes three periods a week under proper instruction. That is, in relation to Latin, Greek or mathematics, the ratio should be about three of German to five of each of the others. If, in the practical working out of the school program, more time can be given, say five periods a week, so much the better; but it should not be necessary to provide more than three periods, as stated above.

The so-called natural method, or conversational method, has been greatly exploited during the past ten or fifteen years. Like most new things that have been heralded with blare of trumpets, it has been found wanting in several respects. There should be much conversation: after a while, perhaps, all the work should be done in the language studied. But if the work is to be limited from the outside to the ability of the student to understand a language of which he is ignorant, it goes without saying that much time will be wasted. The true method is a combination of the old and the new: hard study of the grammar, much reading from texts, and conversation as much as possible.

I wish to enter a protest against a very prevalent idea; namely, that no one can teach a foreign language so well as a foreigner. Indeed it is my judgment based upon much observation that the contrary is the case. This is a sweeping statement, and I am prepared to have any one point exceptions to it. I can, myself, point to a few. But the fact remains that an American can as a rule teach French or German better than a foreigner. The reason lies in that the foreigner does not understand the American boy or girl. His inability to govern leads to disorder, confusion and waste of time. If possible the instructor should have a year, or at least a summer or two, on the continent to acquire the accent, the idioms, and the genius of the language. With this preparation he is in general far better qualified

for work in American high schools and colleges than are foreigners.

I assumed in the beginning that the term "Modern Languages" implies French and German. The Spanish-American war and the acquisition of territories in which the Spanish language is spoken make it desirable, if not imperative, to include Spanish in this group. Whatever be the settlement of the territorial problem, there will remain the opportunities for American youths to go into those territories and find fields of work advantageous to themselves and useful and uplifting to the natives. This was my belief before I came to this convention. A conversation I have had with a member of this Association confirms me in this belief. That you may know he is competent to express an opinion, I should mention that he is a college graduate, and has spent three years in the school system of the Philippine Islands, under the government supervision. It is his judgment that we should by all means provide an opportunity in our high school curriculum for the study of Spanish. I therefore urge that at the earliest moment we make suitable provision for the study of this language, and if we must make a choice let the choice lie between Spanish and German, rather than, as heretofore, between German and French.

PRESIDENT: We will next have a recitation by Miss Johnson.
Recitation, Miss Johnson.

PRESIDENT: The next in order is the report of the Committee on Physical Training, by Prof. Dryden.

PROF. DRYDEN: I would prefer to hand my report to the Secretary for publication.

REPORT OF COMMITTEE ON PHYSICAL TRAINING.

Mr. President, Ladies and Gentlemen of the Association: The Committee on Physical Training is glad to report that there have been evidences of progress along several lines of indoor exercise, as suggested to the Maryland schools in our last report. The calisthenic drills in the school room, and the singing of good school music, coupled with deep breathing of pure air, have done much in many rural, as well as urban, schools to bring about a healthy student body and a loyal school spirit. This work should be continued, and judicious teachers should be allowed to use many short periods during the day with the primary pupils in utter relaxation from study by engaging in singing-plays and games, such as can be had from Flanagan & Co. and Bartel Pub. Co., of Chicago.

The older pupils should be encouraged to utilize the recesses for out-of-door games in which *all* can participate; and it would be well for the teacher to lead in many of these sports, for fresh air and muscular activity are as essential to the teacher's success as to the pupils'. In those schools which have sufficient large boys and girls, it would be well to organize athletic teams in base-ball, tennis, croquet, and basket-ball. Leagues of several schools in the vicinity can be formed, and games arranged, which will tend to inspire pupils to greater exertions and to arouse a school spirit, which, properly directed by the teacher, will become a strong agent for right and just supremacy over worthy competing rivals. This kind of con-

tact with one's fellow-beings cannot be over-estimated for the development of true manliness. It is quite as important for boys and girls to learn to submit gracefully to honorable defeat as it is to know how to rejoice over a well-earned victory without giving any bitterness to the vanquished; and this kind of spirit should be carried into the class-room, practiced by the students in their mental contests, and recorded upon the memory for application among the people with whom the pupils must contend in after school life. Teachers should see that out-of-door athletics co-ordinate with the schedule of school-room duties, and that games are not the whole of life or a major part of a school course. The tendency of some higher institutions to allow the students to waste much valuable time in unnecessary practice and training for athletic contests should be condemned by our teachers; and the college boy who has nothing else to recommend him to the favor of the people but his record in foot-ball should not be held up as a model for the boys. He who stands *well*, first in studies and secondly in sports, should prove the paragon for the boys and girls of our public schools, and it rests largely with our teachers to mould the sentiment of the pupils correctly, and to hold up to them worthy ideals for attainment in physical development. Will they not do so? It is to be hoped they will.

Another suggestion, in addition to the encouragement of legitimate out-of-door sports, is for the teachers to see that their school-rooms are properly ventilated. Many an idea has been stifled in foul air, and many a headache and nervous attack has been brought on by too little exercise and too great vitiation of the atmosphere. Any school-room which does not give from 240 to 260 cu. ft. of pure air for every pupil is inadequate for its purpose, and should be remedied. Teachers should read "Shaw's Hygiene," prescribed for the course in the State Reading Circle, and should give special attention to those chapters dealing with floor space, ventilation, desks, postures of pupils, etc.

If these suggestions are practiced during the coming year in addition to those of last year on recitations, vocal music, singing-games, and calisthenics, we shall all be able to notice a change for the better in body, mind, and soul of our great student body in the public schools of "Maryland, My Maryland."

PRESIDENT: The report of the Committee on Manual Training will be read by Prof. Chaplain, Superintendent of Schools, Talbot county. .

REPORT OF COMMITTEE ON MANUAL TRAINING.

To the President and Members of the Maryland State Teachers' Association: Your committee on Manual Training in this the fourth annual report, points with pleasure to the fact that its plea for the introduction of construction work in the primary grades of our public schools has borne fruit already.

The State Superintendent, you will find, has made this work a prominent feature of his "Institute Manual for 1904-1905;" and we desire to see it introduced into the schools of all the counties in the State. The first consideration must be to give play to the deep-lying motor instincts and demands of the pupil; to enable him to become conscious of his powers through

the variety of uses to which he can put them; and thus to become aware of their social values. To give play, to give expression to his motor instincts, and to do this in such a way that the pupil shall be brought to know the larger aims and processes of living, is the great problem which we are to take counsel together for practical and efficient solution.

Our plea is now for the training of our pupils more completely in the work of art and designing, and to fit them more perfectly for æsthetic occupations. For this purpose, it will be necessary to select our manual-training instructors more for their knowledge of art and designing than for that of construction work. We have here a broad field of occupation for both our boys and our girls.

The introduction of labor-saving machinery and the discoveries of science have made it necessary for us to tread new paths.

Machinery has changed human relations toward the occupations, and has driven man to a plane where he must be either master or slave.

The man and the machine are not to be confounded. They are attuned to different chords; the glory of the one is the weakness and defect of the other.

The value of a machine is its accuracy, its perfection is an immediate one, its rapidity enables it to do the work of a great number of men in the same time.

The value of a man is not the fact of accuracy, but his power to be accurate; his perfection is in the far-distant future; imperfection in man is a sign of his possibilities. A machine man is a dwarfed man. The training that fits for the machine spoils the workman, the craftsman, the genius, the artist, the best type of man, the man whose productive energy creates civilization.

Modern science affirms that civilization, history, education, institutions, life itself, exists and is conditioned in a process. Being a process, imperfection inheres in it. Imperfection is a sign of a nascent, growing struggling life seeking birth; over-perfection, over-finish, too much form, style, and technique, laying stress upon externals, are signs of crystallization and arrested development.

The human being—the worker—and the machine are now in collision. If education does not adjust itself to the changed social order, the machine will become omnipotent and the man so much grist for it. This is why the imposition of book learning and acquirement of the ability to write and cipher during the formative years of childhood have become of a relative value.

The child who does not first obtain possession of his own faculties, instincts, and impulses will sooner or later be caught in the whirl of the machinery and ground to powder. The sweat-shop and paralyzed condition of labor are illustrations ready at hand. Shall they continue and multiply? Education must answer this question.

So a cry is arising for hand work suited to the age and needs of the children; occupation work that will develop their self-activity and appeal to latent instinct, that will exercise and draw forth creative impulses.

Now, we use the term "æsthetic occupations" because we would empha-

size the artistic quality, the beauty element; because we do not think it pays to spend time on the ugly or on what the machine can better accomplish; the presence of the machine necessitates selection of the vital and elimination of the unimportant.

The field is a wide one; properly it is the field of art. It does not mean so much a change of curriculum as it does a change in the point of view; it means a new spirit in the instruction, which shall breathe the play impulse into everything said and done, which shall make the social life and not the intellectual life of the child its center. For the play impulse and the art instinct are one with the spontaneous activity of the child; they are the instruments of his social life.

An æsthetic occupation is any construction work that will at once express the child and reflect him back to himself; through seeing himself in what he does his activity is stimulated, and he engages in work because he is attracted toward it, because it interests him and he finds a certain joy in doing it.

This element of joy in work, of liking to do what one does, is peculiarly distinctive of art work; it marks the dividing line between the æsthetic and the mechanical.

We would not make beauty in itself an end; much real artistic impulse is destroyed by requiring pupils to copy or reproduce an external object, because it in itself is pleasing and beautiful to the adult.

What we mean is that the materials given to pupils, and the conditions under which they work, should be of such nature that, when the work is finished, it will express the feeling and spontaneity of the doer, it will look as if wrought by pulsating human hands, and not appear as the product of a machine or automaton.

Now, it is characteristic of art and all æsthetic work that it does not preach, or teach, or impart information; it does not argue or aim to prove anything. No, all that art exists for is for the expression of the free self. It voices emotions, it concretes instincts, it affords room for the nascent life to pour itself out and through.

Art is not art that does not breathe with personality and that is not magnetic with individual traits.

With primitive man and the early races there was no distinction between the fine and industrial arts; these differences belong to later days, with the arrival of machinery and the separation of the occupations.

That the arts have not in themselves an intellectual content does not detract from their value and place in the evolutionary process; rather it makes them a greater necessity, for it leaves them free to be an open sesame of intercourse between all the faculties and upon any subject. What they represent is atmosphere and influence; we feel them, they inspire us, they carry about with them a psychic life, without which the historic life of a people is a barren waste; in the words of Ruskin, "Life without industry is guilt, and industry without art is brutal."

The ancients well knew that types of occupation expressed types of character. Plato wrote that a change in music would be followed by a change in civilization; while Aristotle pleads for an education for the use of

the ennobling and fortifying moods.

If we apply this to reading, we shall discover that the time spent in teaching to call words only to kill the expression is largely the result of the separation of the dramatic instinct from the pupil's thinking. The correlation of music and song with the game of play, the acting out of the story, and the personifying of the reading lesson mean the introduction of the æsthetic element into learning to read; it also means economy of energy on the part of both teacher and pupil; it does away with rote and memory work, for the pupil is supplied with a vehicle for self-expression, by which he can identify himself with the contents, the subject-matter; what he reads thus becomes an expression of his experiences.

All genuine art is but the expression of the æsthetic consciousness that produced it; according to the plane of the development is the artistic quality and the technique. Shaping and carving his sled measures the development of an Esquimaux; but it requires a Venus de Milo to traverse the heights and depths of the Athenian ideal, from those prehistoric days when the palladium first fell a wooden block from heaven, to the culmination of her æsthetic consciousness under Phidias and Praxiteles.

Forms change, but ideas are eternal. Art is the form-giver; shut out art, shut out æsthetic expression, and we shut out ideas, we shut out ideas and the individual together—we, in short, smother civilization and shut out progress. For growth demands expression, the expression of the unsophisticated nature of man and child: not a formal, cut-and-dried, conventional expression, but a free, flowing, ever-changing, plastic, responsive expression, full of the surging life impulses that do not know themselves until they have breathed themselves out through the senses into objective form.

Of necessity all æsthetic occupations make a direct appeal to the senses, and this they do not formally, arbitrarily, or didactically, but informally and attractively; not for the exercise of this or that nerve or muscle, but for the production of an object of interest, or something that shall minister to the need of others, or express a felt want in the thought of the worker.

To exercise a nerve or muscle for its own sake does, indeed, preserve it from atrophy, but how much better to conserve the energy, and with it produce something attractive and pleasing. It is evident that sense-training which aims at a conservation of the energy possesses greater intrinsic value than the sense-training that merely relieves the strain by dissipation or distraction of the force.

No form of construction work should be given to a child in which the play impulse cannot be utilized.

The decorative arts have arisen largely in the service of the social life of the race; they were born of the streaming over of the emotional nature. It is this that renders them peculiarly adapted as the vehicle of children's interests. Ceramics, textiles, and furniture, including toys and playthings, represent a large arena of interest. Clay, woven goods, and wood not only supply the materials nearest to our pupils, but they also afford a variety of treatment.

In commerce, all these materials have an economic and utilitarian value,

but in education they should be used differently; not for the money-making side, but for an æsthetic purpose; not to minister to necessity, but to express the free self in its ideality as a vehicle for the spontaneous activity of the pupil's impulses.

For it is out of the psychic, the imaginative, the heart life of the race that invention, creativeness, all the genius of man that flowers in literature, in art, and enriches trade and commerce, springs.

What we should strive after is a richer, more vital human life, that shall not fear the machine, but shall know and feel its superiority to all machinery and shall dare assert the same. It is not a more intellectual or scientific or æsthetic life that we want, but a life in which the altruistic, the heroic, the romantic affections of the individual shall be given opportunity for realization; a life that shall bring increase of liberty, light, and employment to all; a life that shall make for sharing, for appreciation of each other, and for fellowship; a life that shall make for a new social order and for the elimination of the competitive element from education, society, and business. Without the arts as a vehicle for human exchange all the teachings of religion and theology concerning the fatherhood of God and the brotherhood of man fail and are weak.

Sewing and weaving are possible in every school. Pupils should be encouraged to supply their own materials. Let this work help to promote altruism and social helpfulness. It is not primarily the production of objects, but the expression of the self and the building of a social democratic spirit in the school.

Such materials as worsteds, twines, cotton strips, candlewick, pieces of silk, and ribbons can easily be brought from home; grasses, slats, and wooden fiber the teacher might have to supply, with the assistance of the school authorities.

The objects into which this material can be made are quite numerous; they are such as have a use and place in the home—nets, mats, bags, rugs large and small, all varieties of baskets, flags, fans, lamp shades, wristbands, garters, slippers, dolls' clothes, wall pockets, mittens, ball covers, banners, rosettes, etc.

In clay, the material is best suited to making of platters, jugs, jars, vases, drinking and cooking vessels. The practice of design and the study of ornamentation naturally begins with clay-modeling.

Wood has been the material most abused by education; but the making of toys suggests in itself a whole modern world of industry and commerce. Then there are innumerable household articles, as boxes, book-racks, brackets, things that will not consume all the time in the construction of the form but will permit the pupil to get on the ornamentation—the soul of the object.

In the present woodwork, learning the use of tools and making a model exhaust the pupil's energy; he is worn out doing what the machine could do in one-tenth of the time, and there is no interest or time left for the ornamentation. But it is the ornamentation that is the vital part, so far as education is concerned; no machine can originate a new design; ornament has ever been the contribution of the free self; ornamentation is the utiliza-

tion of the play instinct in man and child. Give to pupils such work as will nourish the imagination while educating the hands.

Dr. Stanley Hall says that hard-resisting tools, as plane, saw, chisel, etc., can, perhaps, be given too early to children; and there is a growing feeling among educators that there is such a thing as shutting off responsive touch, as deadening the sympathetic nerves of fingers and palm, and so blunting the finer and more subtle detail muscles, besides hardening the cuticle, thus blockading the child's powers of egress before he has discovered their existence.

The character and use of material, then, must be adapted to the physiology of the child. No fine work, no over-finish, no work that demands close seeing or accurate counting should be permitted, in the very lowest grades. And let us emphasize this caution, only objects as wholes should be made, and they should find an application in immediate use.

Color should be introduced into all weaving, as it has a distinct æsthetic value, enabling the pupil to produce a more attractive result. Weaving in mixed colors is better than weaving in one continuous color.

The regard of the teacher must always be directed toward the nature of the material; advantage must be taken of its intrinsic character; and it should be treated in the most direct and simple way possible.

The thoughtful teacher, who ought to be a close student in paidology, ought never to lose sight, in kindergarten and manual training work, of the muscular sense, which the Herbartians call the sixth sense, and order their construction work accordingly.

In the proceedings for 1903 the report on "The Relation of Drawing and Manual Training to Arithmetic, Language and Geography," which by someone's mistake was credited to Mr. Seipp, was presented by Mr. Mattoon, of Easton, who was its author, and all holders of copies of 1903 are requested to make the necessary change, and all readers take due notice and make the necessary correction.

A. G. HARLEY, Sec.

PRESIDENT: Dr. Thomas Fell, President of St. John's College, will favor us with an address on "Art and Education."

DR. FELL'S ADDRESS.

I have listened with much interest to the various reports that have been read, and in especial to the one on manual training just finished by my old friend, Prof. Chaplain, of Easton, and it is with much gratification I note the advance that has been made in the general progress of education throughout the State.

It was my privilege at a meeting held in this place a few years ago to extend my congratulations to this Association that the Executive of the State had appointed so able and experienced an educator as Dr. Stephens to the position of Superintendent of Education.

It is, therefore, gratifying to me to note that my prognostications in regard to him have proved correct, and that we find a great advance in our educational standards as the result of his efforts.

A few generations ago educated people were a privileged, separated,

patrician class. They spoke the same dialect; they quoted from the same classics; they even held that educational value in study was decreased as one approached the bread and butter sciences. Then one day the modern world was touched and transformed by the spirit of democracy. A new test was applied to the worth of life, the test of service. A man must be "not only good, but good for something." Precisely the same test must be applied to education and in estimating its value and we must reply to the enquiry, "Is it creating a fit instrument for the service of the modern world?"

It is not a question of the higher and lower education. It is a question of a person, rich or poor, who is to be shaped, sharpened, tempered, for the service of the world, and the best education for each person is that which draws out the most of that person, and applies him effectively to the world's service. Men differ in their characteristics and therefore much discussion has arisen as to the relative merits of the various courses in the public school, just as in the college there are those who differ as to the relative merits of a scientific or a classical education.

Mr. Huxley has well said that science and art are the obverse and reverse of nature's medal, the one expressing the eternal order of things in terms of feeling, the other in terms of thought. When men no longer love or hate, when suffering causes no pity, and the tale of great deeds ceases to thrill, when the lily of the field shall seem no longer more beautifully arrayed than Solomon in all his glory, and the awe has vanished from the snow-capped peak and deep ravine, then, indeed, science may have the world to itself, but it will not be because the monster has devoured art, but because human nature is dead, and because men have lost the half of their ancient and present attributes.

I would, therefore, raise a voice of warning lest we allow the present interest in the field of manual training and kindred studies to overshadow or displace the disposition to attain knowledge of those subjects which constitute the source of all intellectual power. The aims of young men are various, but, whatever their aim may be, it may be described in the one word—success, and success cannot be achieved except by persistent labor. It is, perhaps, for this reason that the people who are accounted dull sometimes outstrip those who are accredited with high intelligence and talent.

Thus it is in the real world which lies beyond the school and college, the winner, whether talented or dull, must always possess the needed quality, persistence. Whatever his aim may be, he must keep it constantly before his mind, permitting no diversions. It is persistent study and practice, rather than talent, that makes the successful man.

Of recent years there has been a disposition to decry the study of the classics—Greek and Latin—especially the former. Some intelligent people think that whatever tends not to utility is superfluous in education. But man is not a machine; he holds a peculiar place in creation, and mental cultivation adapts him for the performance of mechanical duties not in one or two branches, but in all branches. The study of the classics gives vitality to the thinking powers. Their intricacies are valuable as exercises in developing the mind, and of creating a power of thinking, unattainable in any other way. It gives a power of expressing thought in elegant language, a

power of discrimination. It refines the taste and so fits a man for the pursuit of the merchant, the engineer, lawyer, statesman or theologian, and, finally, the study of the classics engenders that spirit of persistence to which I have already referred, by requiring industry, research, painstaking performance of duty, careful consideration of every minor detail, and an endeavor to comprehend the pregnant ideas of the grandest poets, orators and historians the world has ever known.

Another feature of our system of education is constantly occurring to me, and that is the comparatively small number of boys who graduate from our high schools, and the still greater smallness of the number who go on to seek higher education at college. This may, in a measure, be due to the fact that there is no system of higher education established and controlled by the State. As State education in Maryland closes with the high school, the ordinary youth looks no higher than this for the completion of his education. If there be truth in this surmise, it is time that some effort be made to remedy the defect. It seems to me that the one thing still lacking to give completeness to the system of education in Maryland, is the crown which should be placed on the noble structure already raised.

In the early days of our State, which is contemporaneous with this country, the framers of our constitution and laws had much interest in education, but their thought was more engaged in directing the higher forms of education than in preparing the youth of our country for it. A university is like a tree, requiring ample soil for its roots and plenty of air and sunshine for its branches. Its soil is the secondary schools, and they, in turn, depend on the lower school.

President Eliot himself has said: "A university, in any worthy sense of the term, must grow from seed. It cannot be transplanted in full leaf and bearing. It cannot be run up like a cotton mill in six months to meet a quick demand; neither can it be created by an energetic use of the inspired editorial, the advertising circular, the frequent telegram. Numbers do not constitute it, and no money can make it before its time."

When we consider the benefits that have accrued to the cause of education in Massachusetts since Harvard College concentrated the various professional schools about herself, and took a prominent part in directing the course of State education from the university down to the kindergarten, we must admit that her influence upon the general school system has been of inestimable value. Although Maryland has several excellent representative institutions of higher education, among which Johns Hopkins University takes the lead, yet there is none that can be regarded as distinctly responsible for the guidance and inspiration of our system of State education. Time has brought about a most promising condition of growth in our public school system, and it may be that it is now ripe for expansion into a higher development that would be indicated by the creation of a State university for Maryland.

And thus we arrive at the contemplation of the picture of an effective modern life which our Association cherishes and wishes to reproduce. It is a picture of a fertilizing river flowing through a thirsty plain. Up in the hills where the stream first raises is the task of education, the quiet fidelity

of the teacher's work. But all the while the stream hears the call to service that summons it to the plain below. Our task is to give the spring to the river—the water to the world—the school to the State.

PRESIDENT: The report of the Kindergarten Committee, by Miss Addie M. Dean, of St. Michaels, will be referred to the Secretary for publication.

REPORT OF KINDERGARTEN COMMITTEE.

Each year's report on kindergarten work shows some little advancement along this line. In Baltimore city a thousand children are enrolled; in Baltimore county about six hundred. Excellent work is being done at Sparrows Point, Annapolis, Frostburg, and at the Tome Institute. Caroline county reports one fine private kindergarten.

We believe the kindergarten to be the foundation, the very basis of all education. Kindergarten training reaches the heart of the child, touches the soul and brings out the truest and the best of which the child is capable.

Would that we could report a well equipped kindergarten under a thoroughly trained kindergartner in every city, town and village in the State of Maryland; then, I firmly believe we would have better children, better homes, more loyal citizens. It is a well known fact that kindergarten children are more willing and better assistants in the home than the older children who have not been in the kindergarten. The influence of the kindergarten upon the home is sure, unescapable. It is a social uplift and a great step toward making intelligent, patriotic citizens. It has been said, "You cannot catch your citizen too early to make a good citizen of him."

While waiting for the kindergarten millenium to come, the training and teaching of the little ones fall on the primary teacher. Mothers are sending their five-and-a-half-year-old babies to the primary teacher to be mothered, trained and taught.

We, the "primary kindergarten" teachers, are supposed to have taken a kindergarten training. We must keep fully informed along many lines if we are to keep pace with the broad educational advancement now being so rapidly made. We must not only know something of Pestalozzi and a great deal of Fröbel, but we must be familiar with Herbert Spencer's methods of education, which are closely akin to the kindergarten. We must also know something of the Herbartian theory, if desirous of being intelligent upon the psychological principles involved in the whole training of the child. We must keep posted regarding the child-study movement, since from it we are gaining much knowledge vital to the physical and mental well-being of the child.

The kindergartner, or the primary teacher, is largely the architect of the child's life; in her hands the little one's future is either made or marred, since at this plastic period impressions given last through life.

When children are sent to the primary grades and cannot have the benefit of kindergarten training, what can be done to partially make up for this loss?

We admit that kindergarten work should precede the primary, and something better for the physical, mental and moral development of a six-year-old child can be devised than reading, writing, and number work. If

we should begin with the three R's when a child is seven years of age I claim he would be as far advanced at the age of twelve as if he had commenced at five.

We want the little ones to have strong, graceful bodies, social culture, good moral and intellectual habits, artistic and emotional training. How can we accomplish so much?

Henry Drummond says, "There is no happiness in having and getting, but only in giving." Surely happiness must be in store for the patient, persevering, faithful primary teacher.

To help the little bodies grow strong and graceful we give physical culture. Marching and well directed games give grace and ease to the children's movements, teaching them to carry themselves well and to move quickly and gracefully.

For social culture there is the intercourse of the pupils with each other and with the teacher. The pupil learns to be polite, courteous and thoughtful of others. He learns to say "good morning," "good night," "excuse me," to bow, to shake hands, how to behave at the table, all excellent lessons in manners.

To develop thoughtfulness and to arouse activity, the various sense games are the best means to this end. Let us teach the children to use their eyes and ears; to see quickly and accurately what is to be seen, to hear quickly and accurately what is to be heard. In the games and observation lessons see that the eye, ear, and hand work in harmony to the good of all.

We teach the little ones to use their hands in drawing, in paper folding and cutting, in sewing, in stick-laying, in stringing beads. This is the beginning of manual training. No better way can be devised than to "let the child use his hands while learning." For, certainly, the hand is the mind's great agent.

A manifest weakness in high school work lies in the poorly developed imagination of the pupils. Let us carefully cultivate the imagination of the child. If too erratic, curb it; if weak, stimulate it by myths, fables and fairy tales. Good stories are to the child's mind what wholesome food is to the body. Froebel says, "A good story told at the right time is a mirror to the mind."

Whatever else we do let us teach the child self-control, self-support, the principles of right and wrong, the ideals of a noble life; for in so doing we will have given him the keys by which he can unlock the world's store-room of inherited wisdom and achievement.

With our hands already full, our hearts burdened with the double responsibility thrust upon us, with the realization that a little child is the most precious gift of heaven to earth, and that only through the kindergarten can we surround him with those influences which will help the embryo brain to unfold, to grow, and develop by degrees, therefore, we pray those in power and authority, and our educational boards to give us regular, well equipped kindergarten schools, since 'tis the kindergarten's mission

"Step by step lift bad to good,
Without halting, without rest,
Lifting better up to best."

PROF. HANDY: Mr. President, I wish to make an announcement. The members of the Executive Committee of the High School Teachers' Organization respectfully report that it is not deemed best to have a meeting of the High School teachers this afternoon. In our opinion the greatest good can be accomplished by the committee in getting high school courses from several cities, and requesting the high school teacher or assistant to embody in writing his criticism of the present curriculum, with their suggestions looking to its betterment, in as clear and concise a manner as possible. The Committee, after thoroughly considering the above mentioned course of papers, will then be in good condition to make a satisfactory report to the proper authorities. Members, as soon as they receive a circular letter from the Committee, are requested to make their suggestions at once, so that there may be no unnecessary delay on the part of the Committee in bringing in its report.

Mr. A. C. Willison having resigned his position from the committee on "School Legislation, Administration and Supervision," Mr. F. T. Griffith, of Montgomery county, was appointed in his place.

The Association then adjourned to 8 p. m.

MARYLAND STATE TEACHERS' ASSOCIATION.

FRIDAY—EVENING SESSION, JULY 15TH, 1904.

The Association was called to order at 8 p. m. by President Bounds. The minutes of the previous session were read by the Secretary and duly approved.

PRESIDENT: The paper on "School Legislation, Administration and Supervision," which was postponed from last evening, will be read by Prof. Charles T. Wright, Superintendent of Schools, Harford county.

SCHOOL LEGISLATION, ADMINISTRATION AND SUPERVISION.

Mr. President, Ladies and Gentlemen: I approach the task assigned me with a feeling somewhat akin to that of the gleaner who follows in the track of the richly laden harvester, or of the beggar who gathers up the crumbs at the feet of royal banqueters. The field has already been stripped of its golden fruitage—the table has nothing to offer but the remnants of a bountiful feast.

Any attempt on our part to bring to your attention anything new would be presumptive, and any labor expended to add to the strength, the relevancy or the elegance of the long line of previous reports from the former chairmen of the Committee, whose report I have the honor to submit, would I am sure be a vain waste of energy.

"To gild refined gold, to paint the lily,
To throw perfume on the violet,
To smooth the ice, or add another hue
Unto the rainbow, or with taper light
To seek the beauteous eye of heaven to garnish,
Is wasteful and ridiculous excess."

It has been said, and with some degree of force and truth, that everything good has been already thought, and that the only thing left for us is to think it again. Such is to a considerable extent the position now occupied by your Committee on School Legislation, Administration and Supervision. It can only hope to reiterate by means of a slightly different phraseology, perhaps, some of the thoughts and conclusions so exhaustively presented through a succession of years.

In the effort to perform our task as best we can, we beg permission to present a few suggestions, which if acted upon, may in our humble judgment operate for the still greater improvement of the educational policy of our State.

The revised law gives us a minimum school year of nine months. Many intelligent citizens favor this as also the maximum year, reasoning that it is most economical of both time and energy to escape the hot weather of early September and the latter half of June. They contend that both children and teachers lack the necessary energy and vigor for thorough work until the weather becomes cool in autumn, and lose it in the heat of early summer, asserting that in nine months of vigorous labor, free from the en-

ervating influence of high temperature, nearly if not quite as much effective work can be accomplished.

The question of salary will of course come up, especially in counties now having ten months school. If it should ever be deemed wise to shorten the term in such counties, the teachers should suffer no reduction of salary.

The new law is wise in its provisions for Maryland Day, and for the observance of Washington's Birthday by special exercises in our schools. Would it not be well to extend this list to include Peggy Stewart Day, Flag Day, and to a special requirement for the study of our national hymns and songs? We sometimes console ourselves with the assurance that our patriotism is never dead, but simply slumbering. Should it ever be permitted to go to sleep? We ought to be ashamed of our inability to repeat from memory our rich collection of patriotic songs.

We desire to suggest the importance of giving some special thought to the matter of our diplomas and certificates of graduation. Would it not be well to have a high school diploma uniform throughout the State, such diploma to be awarded to graduates of institutions taking the full high school course as laid down by our State Superintendent and the State Board of Education? Such a diploma would, we believe, stimulate our young people to take the complete course and thus receive State recognition.

To render the curriculum leading to such recognition more flexible and thus adapt it to varying conditions, it might be wise to establish two or possibly three elective courses, *each* leading to a State diploma. Pupils in schools below high schools who complete nine-year curriculum as heretofore, should, we believe, continue to receive recognition from at least County Boards and School Faculties in the form of certificates or Public School diplomas. We know from long observation how highly these testimonials are prized, and what a potent stimulus they are to the effort of pupils.

One of the chief difficulties in the way in our efforts to maintain high school courses is the tendency of young people to leave school too soon. High school curricula are of no use unless we can induce our children to stay in school and take them.

The multiplication of text-books and the tendency of modern readers and students to learn a little of everything have brought us face to face with the vital problem of selection. If we yield to the ever-increasing pressure from without to crowd into our course of study every art and science, or every new book professing to contain some model method of presentation, the result must be an overloaded curriculum which will break down of its own weight. We should so arrange our schedule that work required shall be such as will send our students into life thoroughly equipped with the power to acquire, and with judgment to make selection for themselves. Is it necessary that while in the public school they should run the whole gamut of sciences? Let us in fixing our curricula make them full, strong, substantial, aiming to train in due proportion the head, the heart, and the hand; but let us not forget to stop just a little before we reach the limit of wholesome and vigorous human endurance. Let us find out how much can be well done, and attempt no more. The three r's we plead for are not those of the ancient fogysim, but those that stand for a culture of richness,

ripeness and readiness. The power of a human mind for thought and mastery is not measured by the quantity of subject matter presented to it, but by the persistence, the concentration and the thoroughness which that mind has exercised in its application to a limited number of subjects, this number to be not greater than the intellect can act upon without diffusion of energies. Are we not just at this point needing a little watchfulness as to the number and diversity of studies pressed into our Grammar and High School courses?

We heartily commend the action of the Legislature in adding \$15,000 to the teachers' pension fund, believing that every deserving applicant should find a place on the pension list. No man or woman contributes a richer heritage of morality, intelligence and substantial character to the State than the faithful, conscientious teacher; no public official performs more absorbing, more exacting labor; no one endures to a greater or even to an equal extent the crucial fires of criticism; few, if any, serve the public for so small a remuneration while in active service. Most public positions, in the amount of actual labor done by their incumbents, are mere sinecures compared with the rigid demands and exactions facing the teacher. What about the relative value of salaries? What of the relative size of pensions? The inclination has been to pay less money for the *prevention* of crime than for its punishment.

We do not say that a judge who relinquishes a large and lucrative practice at the bar to stand as an exponent of law and its fearless enforcement, and as a conservator of public peace and safety, should not be assured comfort and a competence in his declining years; but we do emphatically assert our conviction that the teacher's pension should be also assured.

The law providing a minimum salary makes no distinction as to grade and class of certificate. We venture to express our judgment that such a distinction would be a just recognition of the more valuable services of our better teachers, and a stimulus to the inexperienced beginner to become worthy of financial betterment through professional improvement. The present minimum in our judgment should not, in making such distinction, be lowered.

It has been suggested by a member of one of our County Committees on School Legislation, Administration and Supervision that School Commissioners should, so far as possible, be selected from men who have had actual experience in the school-room. This we do not think is generally practicable, but in some cases would doubtless be wise. Another suggestion from the same gentleman is that all local school officers should be parents and patrons.

We believe that at least elementary Geometry should be retained in the county examinations for second grade certificates. Many of our second grade teachers are never required to teach formal Geometry, it is true, but all teachers of grades far below the high schools should have a thorough knowledge of many geometrical forms and principles. By removing this requirement from our examinations, a very strong stimulus to the study of this subject by those preparing to teach, is taken away.

We believe that the matter of compulsory education is not one to cast

aside with a specious plea for personal liberty and privilege. We recognize that to be above compulsory statutes is far better than to be under them. The existence or the non-existence of such laws will not affect the action of any citizen whose spirit is in harmony with law. The original purpose of every law should be either to compel us all to do that which is deemed wisest and best for the highest good of society and the State, or to prevent us from doing that which works injury to either. No intelligent citizen denies the power of education as a preventive of crime, a promoter of civilization and a most potent factor in the process of human refinement and elevation.

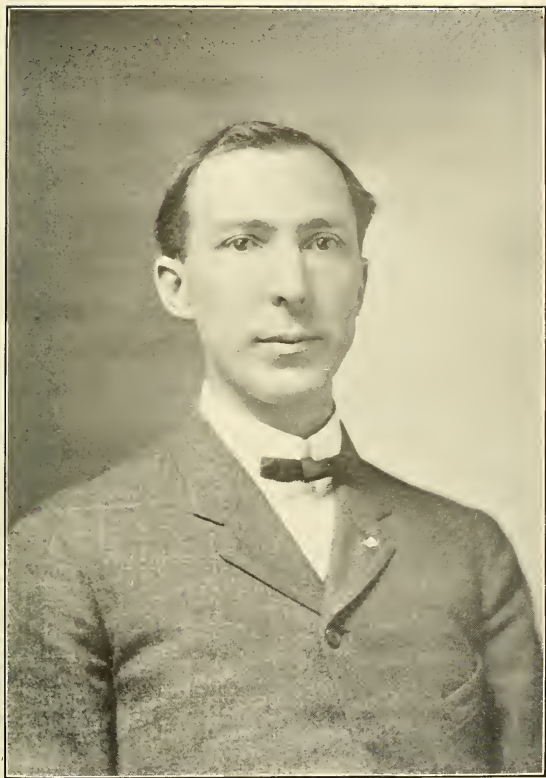
It is a principle of government as old as the ages that law making bodies have as strong an inherent right to prevent injury to the public welfare as to punish it. If, then, education diminishes lawlessness, uplifts citizenship and makes the rising generation fitter in mental equipment to meet the exactions of life and living, where lies the duty of the State?

The great majority of citizens will find no hardship in such a law. If a man, through indifference, ignorance or stubbornness, is withholding from his children their natural right to become intelligent and respectable; if children, in absolute defiance of both wish and command of parents, refuse to avail themselves of the open school house; if such parents and children are in utter ignorance of the purpose and benefits of school attendance, what should be the State's attitude to conditions so deplorable—aye, so dangerous?

No child should grow into anything but the *best* citizen the home, the school, and the State can make of him, and no child should be permitted by the State to live under conditions that will in the strongest probability lead to later crime and greater loss of liberty in prison, instead of in the school.

No reasonable man advocates an iron law, cruel and inflexible in its provisions, but a law to guide, direct and restrain those tendencies of truancy and youthful vagrancy that are a menace to good character and exalted citizenship.

Another phase of this subject too rarely strikes the ordinary legislator with sufficient force. Crowding to our hospitable shores, and pouring into every State and Territory by numberless thousands come Germans, French, Irish, Italians, almost every nationality of Europe and Asia. These migratory hordes are totally ignorant of our laws, customs and institutions. The great majority of them are utterly destitute of the very simplest rudiments of even a common education. Their only purpose is to secure the wages of a generous nation, their highest conception of citizenship, the liberty to do just as they please. They *could* not enter the school house at home, they *will* not here. How are we to assimilate and Americanize these diverse and adverse masses of population? We answer, by making them educate their children in American schools under American teachers. Who will not admit them to be a perilous menace to the purity of our civil, political and social life? Who can doubt the province of the State in dealing with this momentous problem? It is not our aim to urge hasty and radical legislation in Maryland on this subject,



A. C. WILLISON, Esq.
PRESIDENT OF ALLEGANY COUNTY SCHOOL BOARD.

but it is time for us to be thinking seriously and intelligently upon the problem.

In conclusion, I beg permission to say that the recommendations presented in this report may not all in every particular accord with the individual views of the members of your Committee. One thing is certain, this report, not excluding its imperfections, has been written with an eye single to the advancement of education in our State. It is not always easy to determine beforehand the best course, but it is within the province and duty of the promoters of every art and science to make careful and cautious experiments. Errors are thus exposed, truth thus discovered. He is cowardly who is too timid to test the truth or the falsity of new theories and methods; he both foolish and cowardly who fails or refuses to abandon them when known to be based on error.

MR. WILLISON: Mr. President, may I have about two minutes. I would like to say in addition to the report, owing to my being absent from home, that I was unable to answer the letter of the chairman of the Committee in time, and I would like to say a few words about the minimum salary law. This will make the fourth and last time that I will talk to you about it.

The first time was when the resolution was offered at the Blue Mountain House, and the others when it was discussed at two meetings here in Ocean City. The last time with the prediction that it would pass and now after the bill has passed. I would say that we have had many conjectures as to how the work was done and how it happened that the teachers got it, and I wish to state frankly, simply and openly to you tonight that if it had not been for the work and concentrated force of some half-dozen of your leaders following the work of 140 teachers who came down there, all the sentiment that prevails in Maryland would not have saved your bill. To those individuals belongs the credit. I want to call the attention of this body in a very few words to a few facts concerning this matter.

In the first place there were 140 teachers and school people who appeared before the Legislature and had a hearing. The Governor told me that it was the most representative body that had ever appeared in Annapolis on any mission. (Applause.) I think he was right; it had its weight. The work was taken up in the beginning with the educational committee, and in this connection I would mention especially, and I am disparaging none, because they were all friendly after the start, Representative Morrison, of Baltimore, who was the strongest friend that we had on that committee of strong friends. In the House I could mention many, because we had a 90 per cent. vote in favor of the bill, but Representative Kerbin and Representative Carey, of Worcester county, were two of the strongest friends that we had in the House. There were others, too, and we carried it through the House by a 90 per cent. majority when the Chair and leaders on the floor were fighting it and opposed it on the floor.

Baltimore City, who we thought would oppose it, and who could rightly be expected to oppose it, as it imposed upon them a much larger tax than their returns from the State tax on the population, had a leader who spoke

against it, worked against it on the floor, did all he could do, and then cast the only vote out of the Baltimore delegation against it. All of Baltimore, with the exception of one man, voted for it although it took \$50,000 out of their city. They are to be commended on that. Baltimore county was in a like situation and they voted with us. The opposition that came from those places was natural.

Among the individuals who worked, State Superintendent Stephens was one of the most faithful. Unfortunately, he could not be there part of the time owing to illness. Mr. Wathen was another, Mr. Dashiell another, Mr. Joy another. Mr. Phillips was the man who had the most solid delegation I think of any county of the State. I don't think any county can touch them in their spirit, their unanimity and their willingness to work.

There were many others. I mentioned Mr. Joy, who came to the legislature, came at a crucial time and helped us out. There were many others, but those were among the men we all recognize did efficient work.

In the Senate we had opposition, and we had opposition from some school people, ex-school teachers; the worst opposition that we had. We fought it out, and the only way that we got it through the Senate was by getting 18 votes against their 9. It was their determination to bury the bill at the last minute by having it referred to a committee. That committee would have consisted of men who would not have had time to examine it before the legislature adjourned. That is rather strong, but I make the assertion. We had 18 to 9 against the adoption of any amendment and there were 21 amendments offered to the bill. We substituted the original bill for the report of the committee. The final vote in the Senate was 26 to 1.

Now there has been a good deal of complacency here. I am just about through, but I want to say one word of warning. As I said, there is a good deal of complacency over what we have secured, but unless you work, unless you keep constantly at it, you will not only not get anything more but you will lose what you have. You have to work, you must work and you cannot cease working. On the other hand, if the teachers do work \$400 should be the minimum instead of \$300. Work together as a body and work constantly, and you have a body of people throughout this State who will back you and who will back you successfully in any just demands against any or all politicians, political leaders or political parties. And I do hope and do urge upon you that you will not rest upon your oars now that you have accomplished something. You have made a good start, and the ending, if you continue along the same line, will be glorious to the State and to the cause. [Applause.]

PRESIDENT: The gentleman omitted the mention of one name. I happen to know that one of the very best friends that the bill had at Annapolis last winter was Mr. A. C. Willison, of Allegany county. The Association will again be favored with a recitation by Miss Johnson.

Recitation, by Miss Johnson. Selection from Peck's Bad Boy.

PRESIDENT: Dr. Thomas Hamilton Lewis, President of Western Maryland College, will deliver an address on "The Demands on the Modern Teacher."

SYNOPSIS OF DR. LEWIS' ADDRESS.

I am not so conceited as to think I can tell you how to meet all these demands. That great Messiah whom inquiring teachers have been looking for so long has not yet appeared. Teachers are wearing themselves out searching for methods to do what cannot be done. They run to and fro at institutes and conventions; they read books and periodicals without limit, only to find too often, like the woman in the Gospel, that she "has suffered many things of many physicians and has spent all that she had, and is nothing bettered, but rather worse." I do not bring you a new remedy. I propose, rather, to consider the other side of the trouble. In "All's Well that Ends Well," the Countess inquires of the sick King's messengers: "What hope is there of his Majesty's amendment?" and is answered, "He hath abandoned his physicians." It is left to the reader to guess whether this is a symptom of hope or despair, but I choose to interpret it hopefully. Suppose teachers try that method of cure. Instead of accepting every demand made on them as proof of their own incapacity and their need of some pedagogical physician, suppose the demand be calmly examined to see if it is reasonable. [Applause.]

Use was then made of the Bible story of Naaman to illustrate absurd demands and the teacher's position. Likening Naaman's leprosy to ignorance and his petulance to the attitude of some who come to the teacher for relief, the speaker continued:

It is not to be wondered at if such persons become disgusted with the educational system. They come with their retinue and present their imperious demands to the trembling teacher, who is thrown into such a fright that he does not know what to do and, alas! what not to attempt to do. So he brings out his grammars and his arithmetics and gives alternate doses every 20 minutes. And when the patient shows no improvement he resorts to heroic treatment and gives "ologies" without intermission, and when coma sets in he grows frantic and rends his garments and cries out, "Am I a god to kill and to make alive?" But by and by such people come up with a true educational prophet, a teacher who knows his duty, but knows also his limitations; and when this gorgeous company draws up at his portal he sits quietly in his place, knowing that royalty cannot confer any privileges in the schoolroom, where all children are alike except that some are more stupid than others; he sits still and sends out word to the mighty youth of valor who is also a leper, "Yes, there is healing for you here. You need not remain ignorant. Here are fountains of truth; go and wash your ignorance away." [Laughter.]

I think I can understand why so many go away in a rage. They are not always as frank as Naaman, but if we could get their real thought it would sound very much like this: "Behold, I surely thought he would come out to me and bring me in with great applause, and when the set time was come would take a parchment and deck it with ribbons and inscribe it with strange words and give it to me, and something would crack in my head and I would be a scholar."

Put all such notions away forever. Education is an opportunity.

Education has her favorites, but she chooses them not because they bring king's letters as their credentials. She walks with equal tread among the high and the low. She accepts no bribe and yields not to sentiment. Only to those who overcome she gives reward. [Applause.]

There is another demand on the modern teacher more difficult to deal with. Trustees, parents and children are agreed in demanding and teachers are divided in admitting that the work of the schoolroom should be made so attractive to the pupil that success shall be sure; and so the teaching world is desperately hunting for a "persuader." The old-time persuader was simplicity itself and nature's true child. It was easy to come at, for it grew on every tree. [Laughter.] It was simple in application, for it was just laid on until it wore out. And if we may judge of its fruits by the specimens of 40 and upward we see about us it was efficient. Doubtless some of the fruits of this system are before me. [Laughter.] They can run memory back to a spot where indelible impressions were made. In their mind's eye they can still see the lofty stool or convenient knee, the humble attitude of the approaching suppliant, the garment stretched in unwonted tightness, the frantic gaze which swept the floor for comfort while the hands clutched unsubstantial air, like Milton's tawny lion—

"Pawing to get free
His hinder parts."

[Laughter.] Ah, yes, my fellow-fortians, we remember that touch of a vanished hand! And we accept Johnson's dictum that "there is less flogging in our great schools than formerly—but then less is learned there; so that what the boys get at one end they lose at the other." [Laughter.] A great part of our education, like a great part of our life, is not and cannot be made interesting. I think it absurd to attempt to conceal this or to blame teachers for not changing it. I believe that when plain and kind appeals to reason are not effective we must follow nature in making ignorance not only odious, but painful. [Laughter and applause.]

PRESIDENT: We will next take up the reports of the special committees. Is the Committee on Resolutions ready to report?

REPORT OF COMMITTEE ON RESOLUTIONS.

Mr. President, Ladies and Gentlemen of the Maryland State Teachers' Association: Your Committee upon Resolutions begs leave to submit the following:

1. We desire to extend the thanks of the teachers and officers of this Association to Prin. J. Walter Buffington for his gracious and cordial words of greeting, and to assure him and the teachers of this vicinity that we unite heartily in the graceful response made by Prof. Irving L. Twilley.

2. We wish to make grateful acknowledgment to the officers of this Association for the judicious and agreeable manner in which they have conducted the business of the sessions; to the newspapers for their excellent reports; the Remington Typewriter Company and the Smith Premier Typewriter Company for their kindness in giving their services; to Rev. Dr. Lewis for his stirring and brilliant address; to Mr. N. E. Foard, of the Baltimore Sun, for his able and interesting paper; to those who have charmed us with their music; and particularly to Miss Olive Gertrude Johnson and Miss Christine Park, who have added so much to the pleasure of this meeting through their graceful recitations.

3. We feel that as teachers we should express strongly our obligation to State Supt. M. Bates Stephens, Messrs. Clayton Purnell, A. C. Willison, and the other gentlemen who so freely and gladly gave their time and labor to aid the cause of education through the passage by the last Legislature of the Public Education Bill. We desire to add that we believe that action of the last Legislature in passing the Public Education Bill to have been wise and judicious and to add that in our judgment their action will go far towards placing the schools of our beloved State well in the van of educational progress. Further, that we feel highly honored by the presence of His Excellency, Edwin Warfield, Governor of Maryland, who has shown so deep and marked an interest in the progress and success of the teachers' work and to assure him of our full confidence in his willingness and ability as President of the State Board of Education to direct our efforts to a successful and happy conclusion.

Respectfully submitted,
Committee. { E. D. MURDAUGH, Chairman,
 { FREDERICK SASSCER.

REPORT OF AUDITING COMMITTEE.

To the Maryland State Teachers' Association, Ocean City, Maryland:
Your Committee appointed to audit the accounts of the treasurer submits the following report:

July 3, 1903,	Balance cash on hand	\$132.38	
July 15, "	Rec'd from counties		
July 15, "	Balto. City and Normal School	230.00	
			\$362.38
July 15, "	Rec'd from membership fees		98.00
			<hr/> 460.38
July 15, "	Total disbursements		279.44
			<hr/>
	Balance on hand		180.94

The items for disbursements were duly verified by proper vouchers, and the books corresponded in all particulars.

Respectfully yours,
E. L. BOBLITZ,
N. BRICE TURNER,
ALICE McCULLOUGH.

TREASURER'S REPORT.

John E. McCahan, Treasurer,

In account with Maryland State Teachers' Association:

		Dr.	
July 3, 1903	To Balance		\$132.38
April 15, 1904	" Cash from Washington County		10.00
" "	" Md. State Normal School		10.00
" "	" Carroll County		10.00
" "	" Garrett County		10.00
" "	" Montgomery County		10.00
April 21, 1904	" Queen Anne's County		10.00
April 22, 1904	" Kent County		10.00
May 2, 1904	" Howard County		10.00
May 6, 1904	" Dorchester County		10.00
May 6, 1904	" Wicomico County		10.00
" " "	" Anne Arundel County		10.00
May 13, 1904	" Cecil County		10.00
" " "	" Baltimore County		10.00

May	16, 1904	"	Allegany County	10.00
"	"	"	Somerset County	10.00
"	"	"	Prince George County	10.00
"	"	"	Caroline County	10.00
"	"	"	Baltimore City	10.00
"	"	"	Worcester County	10.00
"	"	"	Frederick County	10.00
"	"	"	Harford County	10.00
July	11, 1904	"	St. Mary's County	10.00
July	13, 1904	"	Talbot County	10.00
July	15, 1904	"	Membership fees	98.00
				<hr/>
				\$460.38
Cr.				
Feb.	12, 1904	By	postage	\$12.00
July	15, 1904	"	Star printing	20.50
"	"	"	Chester F. Johnson, Sten.	20.00
"	"	"	J. Goldenberg, rent and orchestra	30.00
"	"	"	T. H. Lewis, expense	6.00
"	"	"	O. Gertrude Johnson, elocution	10.00
"	"	"	H. Crawford Bounds, Pres.	10.00
"	"	"	A. G. Harley, Sec. salary and expn's	58.89
"	"	"	Jno. E. McCahan, Treas., salary and expense	38.00
"	"	"	Arthur F. Smith, Ch. Ex. Com.	36.10
"	"	"	J. Newton Wicks	2.95
"	"	"	J. S. McDonald & Co.	35.00
				<hr/>
				279.44
July	15, 1904	By	Balance	<hr/>
				\$180 94

On motion of Mr. Stephens the Association voted to authorize the Treasurer to pay for the memorial to Mr. Meekins out of Association funds.

PRESIDENT: The next business is the election of officers for the ensuing year. The first officer you will be called upon to elect will be your President. The Chair is ready for nominations.

MR. WILLISON: Mr. President, one year ago the present President, through his representative, asked the Allegany delegation if they had any one they wished to elect to the office. Our answer was no. The gentlemen insisted that the work of the teachers in Allegany county in attending meetings and general work merited some return from the Association, and they thought it would be well for the Association to show respect to the teachers of Allegany county by giving a place of honor to that county among the officers of the Association. As purely an office of merit and of honor we named Mr. Rohrer as First Vice-President, a man who is as sincere and consistent in his work as any man can be. He is very present, always willing and earnest in his efforts to uplift the cause of education and of the people in his county.

The other office was one that we hesitated to accept; it was an honor combined with hard work. It was an honor to be considered worthy to perform the duties of that office. It was one that called for a man that could work and who would work with a will in preparation for the succeeding year. We named a gentleman for that office, Chairman of the Executive

Committee, and had he not faithfully fulfilled our expectations—had he left undone anything or had he done anything that was not a credit to the Association and to his office, I am sure that I speak for all of the Allegany delegation in saying that we would have been the first to oppose him for any preferment, because practical and hard work is the thing that is absolutely essential to the success of this organization, especially in that office.

That gentleman has done the work of this office well. And if you are pleased with this meeting, with the program; if you think this meeting has been a success, then you should endorse this gentleman's work. He was Chairman of the Executive Committee and to him, in great part, as Chairman, belongs the credit for the success of the present session. No man can work without help; no help can succeed without a head. Help came to the Executive Committee and the head was there.

It has been a precedent that a chairman of the Executive Committee should on the following year be elected President of the Association. It is a good precedent, because the Chairman of the Executive Committee has work to do and should do that work before he receives the reward of being the head of this great Association. The gentleman has performed his duty, and in observance and in following out the precedent that has been established it is with the greatest of pleasure and of pride that I nominate Mr. Arthur F. Smith, of Lonaconing, Allegany county, for President. [Applause.]

MR. HEBDEN: In seconding that nomination I move that the nominations be closed and that the Secretary be directed to cast the ballot of the Association for Mr. Smith.

The question being on the motion, it was carried unanimously and upon the Secretary casting the ballot Mr. Smith was declared elected President.

CHAIR: Mr. Smith is your President. Whom will you have for First Vice-President?

MR. COULBURN: I wish to present for the consideration of this Association the name of a man who has been active in the work of public education in Maryland for the past 16 years—for 12 years as President of his county school board, and for 4 years as examiner in his native county; a man who has always been in the closest touch with every mission looking to the betterment of the public schools of Maryland and the public school teachers of Maryland; a man whose energy and influence are felt in every school in his county and are recognized, I believe, in every county in the State. I have the honor, Mr. President, to offer the name of the Honorable Edward W. McMaster, of Worcester county, for First Vice-President.

MR. BOBLITZ: I take great pleasure in seconding that nomination.

MR. WATHEN: I move that nominations for the office be closed and that the Secretary be authorized to cast the ballot of the Association for Mr. McMaster.

The motion being duly seconded was carried unanimously. The Secretary having cast the ballot of the Association for Mr. McMaster he was declared elected.

CHAIR: Whom will you have for Second Vice-President?

MR. STEPHENS: I nominate Mr. Cook D. Luckett, of Montgomery county, for Second Vice-President.

On motion the nominations were closed and Mr. Luckett was unanimously elected Second Vice-President.

MR. WILLISON: I do not think it necessary to make a nomination for Recording Secretary, but I would like to move that the present Secretary be re-elected. Seconded.

MR. WATHEN: Mr. President, I move that we elect by a rising vote. The motion being seconded, Mr. A. G. Harley, of Laurel, Md., was unanimously re-elected Secretary of the Association by a rising vote.

CHAIR: Nominations for the office of Corresponding Secretary are now in order.

MR. WATHEN: I will nominate Miss M. Sue Magruder, of Calvert county. Seconded.

On motion nominations were closed and Miss Magruder was declared unanimously elected.

CHAIR: Are there any nominations for Treasurer?

MR. BRUFF: It is my pleasure to nominate for that position a gentleman well known to this Association. For many years, in season and out of season, he has attended these meetings—for more years than he would care to have me say. His earnestness and zeal in the cause of education have lifted him from the lowest position in the rural schools to one of the highest in the city system. I refer to Mr. John E. McCahan, who is known as the loyal friend and sympathetic adviser of the teacher. [Applause.]

The nomination being seconded Mr. McCahan was elected unanimously as Treasurer.

CHAIR: Whom will you have for Chairman of the Executive Committee?

MR. WRIGHT: I have no eloquent speech to make, but I would like to present the name of a gentleman to this Association as Chairman of that Committee. It has been truly said, Mr. President, that it is a necessary qualification for an incumbent of this position that he be a man of more than ordinary force, energy and executive ability. I have been associated for a number of years with this gentleman and I know he will meet the requirements of the office; a man who has skill to plan and the ability to execute. I wish to place in nomination Dr. S. Simpson, of Westminster.

The nomination being duly seconded, on motion of Mr. Murdaugh, the nominations were closed and Dr. Simpson was declared elected.

CHAIR: We will next hear nominations for members of the Executive Committee.

MR. WATHEN: I desire to nominate as one of the members of that committee Mr. H. R. Wallis, of Annapolis, who is principal of probably the largest school in the State of Maryland. Seconded.

MR. HEBDEN: I would like to place in nomination the name of Dr. William H. Tolson, of Baltimore.

DR. STEPHENS: I will present the name of Prof. Albert S. Cook, of Baltimore county. Seconded.

MR. WILSON: I would like to place in nomination, last but not least, Mr. A. F. Galbreath, of Harford county.

Upon motion the nominees mentioned were elected *vive voce* as members of the Executive Committee.

MISS RICHMOND: I would like to say one word. All the officers elected are excellent and I would not have them changed. But we are continually defending the excess of women teachers in the State of Maryland and yet on that whole ticket there is but one woman named and that is for an office that has nothing in the world to do. I filled that office for one term and I had nothing to do and not one letter to write. I hope that at the next meeting of the Association at least one woman will be on the Executive Committee.

MR. O'ROURKE: There is a portentous warning of a revolution here, I think.

MR. WATHEN: I am willing to help along that revolution as one of the men of the Association.

CHAIR: If there is nothing further I take pleasure in introducing our new President, Mr. Arthur F. Smith.

PRESIDENT SMITH: I wish to thank the members of the Maryland State Teachers' Association for the honor they have bestowed upon me, the greatest the Association can confer. A year ago I was greatly surprised when I picked up one of the Baltimore papers and found that I had been elected to, what I considered, the most important office of the Association, Chairman of the Executive Committee, and that, too, in view of my absence from the meeting. But more recently we have seen examples of men who have stayed at home waiting for high offices to come to them.

I have tried to make a success of the work during the past year. The first part of the year it kept me busy getting acquainted with the duties that devolved upon me as Chairman of the Executive Committee.

The first two years that I taught were before I was married—I had more money than in later years, and I had the pleasure of attending two meetings of the Association, one at the Blue Mountain House and one at Deer Park, and little did I then think that I would some day be elected to the highest office of the Association.

As some of the speakers have intimated, they have not been given a very long time to make preparation for their appearance here on the program, but that is a matter that is not the fault of the committee. It seems to me that the committee is subject to some congratulations upon the fact that with the exception of Mr. L. R. Meekins, who was unavoidably detained, every speaker that we had upon the program was here to take his or her part. If the program had been arranged six months ago some of them might have died or moved away or for other reasons could not have been here, and it seems to me that we have been unusually successful in this respect.

We have received invitations to a number of places for our meeting next year and the Executive Committee will have that to consider. We have received an invitation to go to Westminster, where I know there are

ample halls for holding the Association meetings. But wherever the Committee may decide to hold these meetings I hope that all who are present tonight and who have been present this year will make an effort to attend, and may the hundreds that we have now swell to thousands next year. Let the Maryland State Teachers' Association be representative of the entire body of teachers.

In conclusion, I can only ask that the same cordial support and aid which has been accorded me as Chairman of the Executive Committee be extended to me as President of your Association, and I assure you of my most sincere and earnest efforts for the furtherance of the aims of the Association.

On motion the Association then adjourned sine die.

H. CRAWFORD BOUNDS, President.

A. G. HARLEY, Secretary.

The Sessions of the Maryland State Teachers' Association Have Been Held as Follows:

1866	1	Western Female High School	Baltimore	-	-	-	T. F. Baird
1867	2	St. John's College	Annapolis	-	-	-	T. F. Baird
1868	3	Western Female High School	Baltimore	-	-	-	C. K. Nelson
1869	4	Western Female High School	Baltimore	-	-	-	P. M. Leakin
1870	5	Hall—House of Delegates	Annapolis	-	-	-	J. C. Welling
1871	6	Eastern Female High School	Baltimore	-	-	-	W. B. Worthington
1872	7	Court House	Frederick City	-	-	-	Wm. Elliott
1873	8	-	Hagerstown	-	-	-	Jas. M. Garnett
1874	9	Western Female High School	Baltimore	-	-	-	D. A. Hollingshead
1875	10	-	Cumberland	-	-	-	Wm. Elliott
1876	11	City College (1 day during N. E. A.)	Baltimore	-	-	-	Jas. L. Bryan
1877	12	-	Easton	-	-	-	T. F. Arthur, V. P.
1878	13	City College	Baltimore	-	-	-	T. F. Arthur
1879	14	-	Hagerstown	-	-	-	P. R. Lovejoy
1880	15	-	Ocean City	-	-	-	M. A. Newell
1881	16	-	Frederick City	-	-	-	M. A. Newell
1882	17	-	Cumberland	-	-	-	A. G. Harley
1883	18	-	Ocean City	-	-	-	Geo. S. Grape
1884	19	-	Ocean City	-	-	-	A. S. Kerr
1885	20	Blue Mountain House	Deer Park	-	-	-	J. W. Thompson
1886	21	-	-	-	-	-	F. A. Soper
1887	22	-	Old Point, Va.	-	-	-	P. A. Witmer
1888	23	Mountain Lake Park (With W. Va. Asso'n.)	-	-	-	-	Lewis Ford, V. P.
1889	24	Blue Mountain House	-	-	-	-	H. G. Weimar
1890	25	-	Bay Ridge	-	-	-	W. H. Dashiell
1891	26	-	Ocean City	-	-	-	John E. McCahan
1892	27	Blue Mountain House	-	-	-	-	Jas. A. Dittenbaugh
1894	28	-	Annapolis	-	-	-	Wilbur F. Smith
1895	29	Blue Mountain House	-	-	-	-	M. Bates Stephens
1896	30	-	Deer Park	-	-	-	Chas. F. Raddatz
1897	31	Blue Mountain House	-	-	-	-	E. B. Prettyman
1899	32	-	Ocean City	-	-	-	John F. White
1900	33	-	Bay Ridge	-	-	-	L. L. Beatty
1901	34	Chautauqua Beach	-	-	-	-	Edwin Hebdon
1902	35	Blue Mountain House	Ocean City	-	-	-	F. Eugene Wathen
1903	36	-	Ocean City	-	-	-	Jos. C. Blair
1904	37	-	Ocean City	-	-	-	H. C. Bounds

LIST OF MEMBERS OF THE MARYLAND STATE TEACHERS' ASSOCIATION 1904. 37th Annual Meeting

ALLEGANY COUNTY.

A. C. Willison,	Cumberland	Mollie Bopst,	Cumberland
L. D. Rohrer,	"	Elizabeth Schiller,	"
J. Marshall Price, M. D.,	Frostburg	Emma Everstine,	"
J. T. White,	Cumberland	Inez Johnson,	Frostburg
P. O'Rourke,	Frostburg	Nellie Raley,	"
E. D. Murdaugh,	"	Gertrude Johnson,	"
Mrs. E. D. Murdaugh,	"	W. W. Hill,	Baltimore
Chas. E. Dryden,	"	Anna Houck	La Plata
J. H. W. Onion,	"	Mary Major,	Barton
Grace H. Dando,	"	Lillie Inskeep,	"
Mollie Copeland,	"	Minnie Eichhorn,	Lonaconing
Christina S. Park,	"	Belle Ireland,	"
Aggie T. Davis,	"	Emma Bradley,	"
Nannie McCulloh,	"	Adelaide Ricker,	"
Elizabeth Brown,	"	Christine Ricker,	"
Mary Evans,	Cumberland	Mary Walsh,	"
Williet Houck,	"	Loretta Walsh,	"
Laura Howser,	"	Margaret E. Johnson,	Calvert
Mollie Copeland,	"	Lera White,	"
Belle Wilson,	"	Maggie Twigg,	Oldtown
Leonora E. May,	"	Kata Goldsborough,	"
Howard C. Hill,	"	Marian Richmond,	Lonaconing
Edith Rice,	"	B. F. Conrad,	Cumberland
N. Blanche Snyder,	"	Clayton Purnell,	Frostburg
Mary McMichael,	"	Claudia Pendleton,	"
Kate Rodenhauser,	"	Arthur F. Smith,	Lonaconing
Cora Wilson,	Flintstone		

ANNE ARUNDEL COUNTY.

Eugene Wathen, Supt.,	Annapolis	Dr. M. Bates Stephens,	Annapolis
Mrs. Eugene Wathen,	"	Edwin Warfield,	"
Thomas Fell,	"		

BALTIMORE CITY.

W. A. Houston, 2129 McCulloh St.	Erla J. Read, 1710 Barclay St.
Mrs. W. A. Houston,	L. Irving Twilley, Polytechnic Inst.
C. M. Smith, City College	C. F. Johnson, 14 E. Lexington
W. A. Catlin, 63 Pleasant St.	S. M. North, 1910 Bolton St.
E. L. Verden, 23 South St., Phila.	John E. McCahan, M'd's'n and Layft.
E. R. F. Blogg, 300 E. Pleasant St.	Howard Spelman, Mt. Royal
M. J. McGurl, Hotel Rennert	Mrs. Howard Spelman,
Chas. W. Byrn, 1005 Harlem Ave.	Mrs. E. B. Jordan, 14 W. Franklin
Lee Carey, St. Paul Apartment House	A. J. Genurder, 3028 W. North Ave.
Dr. R. Berryman, Station D.	E. S. Gary,
Edward Raisler, 1707 St. Paul St.	Mary L. Scarborough, Normal School
M. Virginia Kelly, School for the Blind	J. Newton Wicks, School 78
H. S. Morton, School 63, Walbrook	Chas. F. Raddatz, City College
Edwin Hebden, Baltimore	Francis A. Soper,
J. F. Bledsoe, 649 W. Saratoga	Dr. E. B. Prettyman, Normal School
Nannie R. Fulton, 1925 St. Paul St.	Mollie W. Tarr,
S. E. Richmond, State Normal School	Herschel Ford,

BALTIMORE COUNTY.

Thomas C. Bruff, Towson	Mary Sherwood, Sparrow's Point
Joseph Blair, Sparrow's Point	Jno. F. Hershner, Towson
H. M. Armstrong, Sparrow's Point	Z. C. Ebaugh, Reistertown
Lillian M. Herrera, Pikesville	Ella M. Merritt, Grange
Rufus K. Wood, Sparrow's Point	

CALVERT COUNTY.

M. Sue Magruder, Solomon's	Edna Marsh, Solomon's
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CHARLES COUNTY.

A. M. Isanogle, La Plata

CARROLL COUNTY.

Peter Buchman, Hampstead	Mabel L. Lambert,	Taneytown
Dr. S. Simpson, Supt., Westminster	Beulah A. Englar,	"
G. H. Caples, ass't.,	"	G. May Forrest,
Geo. F. Mordock,	"	Cecilia M. Shower,
Everett A. Hidey,	"	Carrie E. Lamotte
Jessie McCaffrey,	"	Charles Read,
Levi D. Read,	Taneytown	Dr. Thos. H. Lewis,
Emma L. Reaver,	"	Westminster

CAROLINE COUNTY.

W. S. Crouse, Denton

CECIL COUNTY.

Norman W. Cameron, Elkton	E. B. Fockler, North East
Geo. Biddle, Supt.,	"

DORCHESTER COUNTY.

W. P. Beckwith, Cambridge	J. B. Meredith, Cambridge
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FREDERICK COUNTY.

E. L. Boblitz,	Frederick City	Glen H. Worthington, Frederick City
Miss M. M. Robinson,	"	"

HARFORD COUNTY.

Charles T. Wright, Bel Air	Miss Jos. Wilson,	Havre de Grace
Anna Healy, Havre de Grace	Anna H. Wilson,	" " "
C. T. Wilson,	" " "	Pearl L. Bristow,
		" " "

HOWARD COUNTY.

Woodland C. Phillips, Supt., Savage	Gengra Scott, Ellicott City
Jno. G. Rogers, Ellicott City	Hannah Scott, "
Anna Johnson,	"
Emma J. Ward, Daisy	J. M. Gambrill, Alberton
Mamie Scott, Ellicott City	A. F. Galbreath, Darlington

KENT COUNTY.

Helen Link, Still Pond	Dr. J. W. Cain, Chestertown
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MONTGOMERY COUNTY.

Geo. R. Rice, Travilla	A. R. Watkins, Gaithersburg
S. R. White, Supt., Rockville	R. W. Stout, Poolsville
F. T. Griffith, Potomac	Clara V. Mace, Olney

PRINCE GEORGE'S COUNTY.

Frederick Sasscer, Upper Marlboro	A. G. Harley, Laurel
Chas. H. Stanley, Laurel	Thomas A. Johnson, Laurel
Alice McCullough,	"

QUEEN ANNE'S COUNTY.

Dr. A. E. Sudler, Sudlersville	W. B. Downes, Stevensville
L. L. Beatty, Centreville,	I. C. Morris, Crumpton
Mrs. Barbara Harley, Centreville	H. A. Rowleson, Church Hill
Nannie Keating,	Carrie D. Smith, Ingleside
Ida C. Sparks,	Fannie Smith,
Alice G. Mallalieu, Centreville	

ST. MARY'S COUNTY.

George W. Joy, Supt., Leonardtown

SOMERSET COUNTY.

Wm. H. Dashiell, Supt., Princess Anne	Mary Maddox, Tulls Corner
A. E. Goodrich, Crisfield	Geo. H. Myers, Princess Anne

TALBOT COUNTY.

Alexander Chaplain, Supt., Easton	S. S. Handy, Easton
Miss M. M. Robinson, Royal Oak	S. Edward Jones, Tilghman's
Nicholas Orem, Trappe	

WASHINGTON COUNTY.

John P. Fockler, Supt., Hagerstown	John B. Howser, Cavetown
Eugene A. Spessard, Cavetown	

WICOMICO COUNTY.

H. Crawford Bounds, Supt., Salisbury	Wilfred Dougherty, Salisbury
J. Walter Huffington,	Mary Oliphant, Tyaskin
Ida M. Ward,	N. Bruce Turner, Salisbury
C. Nettie Holloway,	

WORCESTER COUNTY

John I. Coulburn, Snow Hill	Lillie Heward, Snow Hill
E. W. McMaster, Pocomoke City	Julia F. Bratten,
Zadok Powell, Snow Hill	J. P. Warton, Stockton
Miss B. H. Whaley,	

MISCELLANEOUS.

John H. Bader, McGaheysville, Va.
 George R. Ellsler, 66 Fifth Ave., New York, N. Y.
 Sadie H. Cooper, Delmar Del.
 Unknown
 Lynn R. Meekins, Baltimore, Md.

An American Primer in Russia and Japan

An American school-book attracted marked attention at the opening exercises of the Children's World International Exposition recently held in St. Petersburg.

The book is a child's primer, a language book for young beginners, combining lessons for reading and writing, pictures for talks, and verses to learn. It was prepared by Anne Heygate Hall, principal of the Philadelphia School of Practice, and Dr. Martin G. Brumbaugh, professor of pedagogy in the University of Pennsylvania. Simplicity is the little book's cardinal merit.

This book, a copy of which had been sent by an American admirer to the Empress Dowager Marie, so pleased the Empress, under whose patronage the Exhibition was held, that she made it a feature of the opening exercises, and personally presented it to the Exhibition. The little book appeared on a silver tray, surrounded with masses of the Empress' favorite flowers, and bordered

by small Russian and American flags. Cablegrams describing the event were sent from St. Petersburg to the leading American newspapers.

This same primer has been adopted for use in some of the American Missionary schools in Yokohama, and letters of approval of it have come to the authors from that city. It is certainly an interesting fact that in these two countries now engaged in a great struggle for supremacy the eyes of the little children should light up with a common sympathy over the pages of this little American book.

The Hall and Brumbaugh Primer is introductory to the series of Brumbaugh Standard Readers, and is published by

CHRISTOPHER SOWER CO., Publishers
614 Arch Street, Philadelphia



Albert S. Cook Library

